



Thematic Grade Two




Module 3B: My Canada



Learning
Technologies
Branch

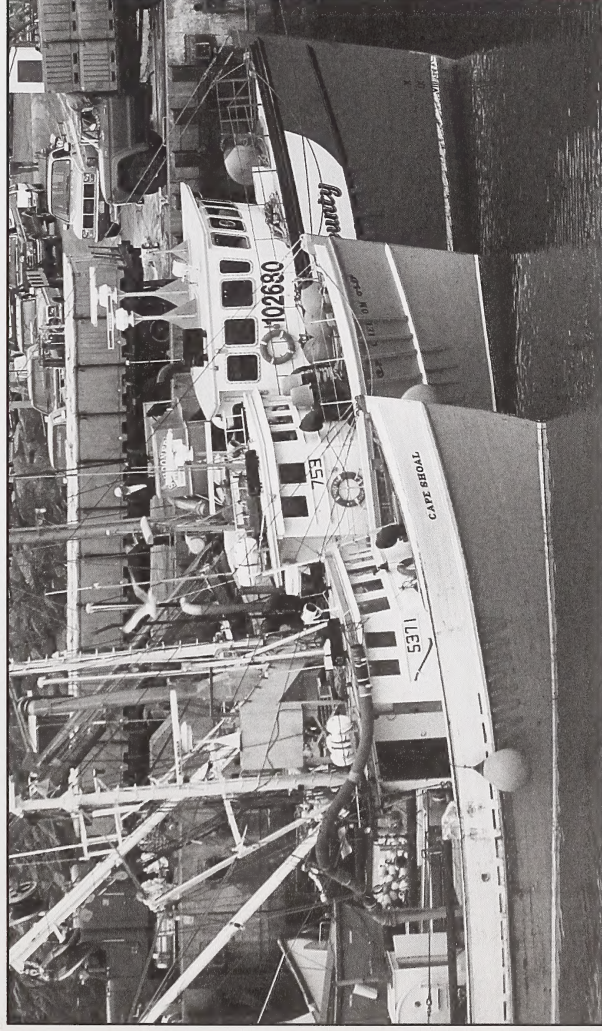
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Grade Two Thematic Module 3B: Day 10 to Day 18

My Canada



Grade Two Thematic
Module 3B: My Canada
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2101-7

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

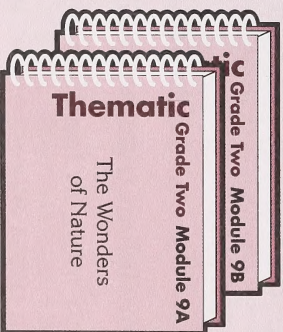
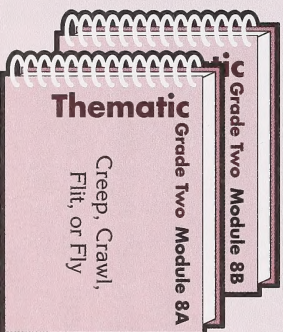
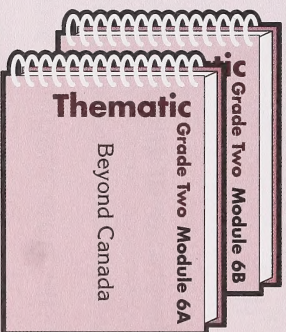
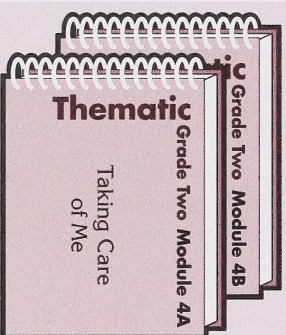
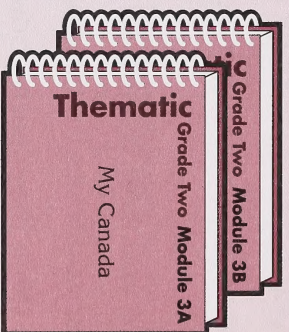
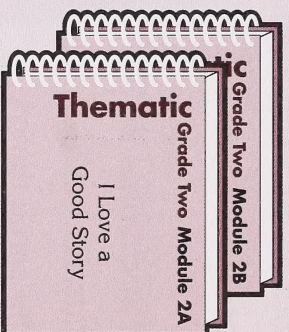
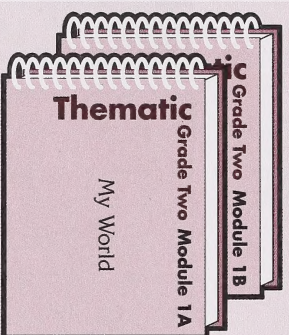
Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it is about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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My Canada



You live in a great country. You are going to learn more about it in this module.

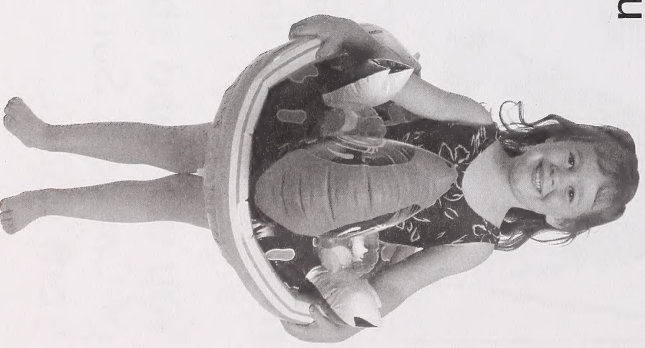
You will read about children who live in other parts of Canada. Some live in communities much different from yours.

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.



Others live in communities much like yours!

Parts of Canada can be very cold in the winter. You will find out how families and animals there keep warm. Some parts, however, can be very warm in summer. Do you know how people who live there stay cool?



In this module you will read and write about people and places in Canada. You will also learn how you and other Canadian children share the same things.

So get ready to continue Module 3!

Day 10: C Is for Canada

There are many beautiful places in Canada. Maybe you have been to some of them.

Today you will read, draw, and talk about Canada, the country you live in.



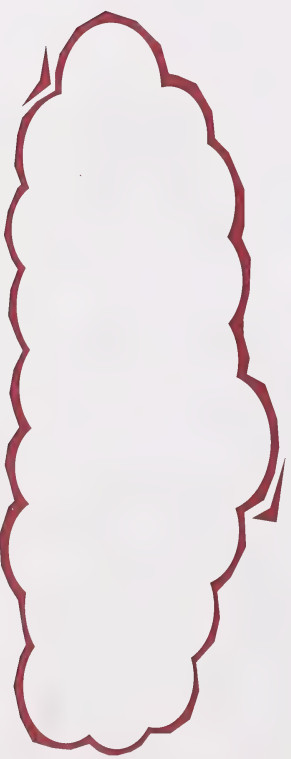
Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with your calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

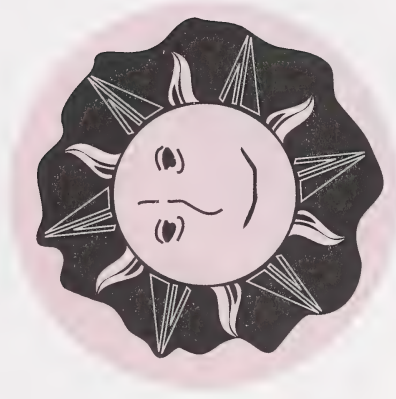
Discuss today's forecast with the student.



Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Is today's temperature higher than, lower than, or the same as the temperature on Day 9?

Have the student check the temperature from Day 9 and record the answers on the lines.



How many degrees higher or lower is the temperature today than on Day 9? _____



Work on Module 3: Day 10.

A Special Place

Have the student talk about a place that he or she travelled to within Canada that is special. It can be far away or close to home.

Is there somewhere in Canada that is really special to you?

Circle



Yes

or



No.

Where have you travelled in Canada that you really liked?





Take out a sheet of unlined paper.

Draw that special place and write a few sentences under the picture telling why you like it.



You will send your drawing to your teacher on Day 18.

Reading

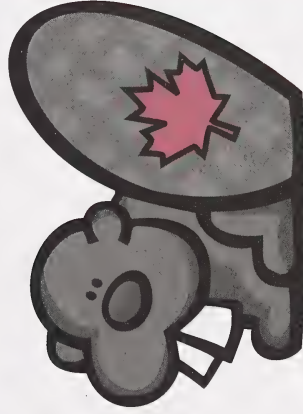


Take out the book *People! Places!*

Turn to the Contents page.

Find the title "C Is for Canada."

What page is it on? _____



Ensure that the student's name and M3D10 is on the back before it is put in the Student Folder.

Have the student print the answers on the lines.

Page 27.



The author is **Ken Douglas**.

The illustrator is **Mary Jane Gerber**.

Point out the word *acrostic* in the Contents page of the book to the student. Tell the student that he or she will understand what that means after reading the text.

(The beginning letter of the subtitle on each page spells out *CANADA*.) Read the text to the student. Talk about the illustrations and read each page as the student follows along.

Have the student read the selection aloud, and then answer the questions orally.

The words for each letter in *CANADA* are *Canada, anthem, north, animals, dance, and all*.

An *anthem* is a song of praise or loyalty. Some Canadians sing the anthem to show how proud they are of their country.



Who is the author?

Who is the illustrator?

Follow along as your home instructor reads the text. Then it's your turn to read the selection aloud.

What words did the author of "C Is for Canada" use to go with each of the letters in *CANADA*?

Do you know what an anthem is?

Circle  **Yes** or  **No**. What is it?

Why does Canada have an anthem?

Why does the author think Canada's north is exciting?

How are dances and festivals a part of life in Canada?

What are the ways some Canadians celebrate Canada's birthday?

What is an **acrostic**?

Is "C Is for Canada" fiction (something that is not real or true) or non-fiction (something that is real or true)? How can you tell?



The author thinks Canada's north is exciting because there are northern lights, weeks of summer, weeks of winter, and winter festivals.

Dances and festivals reflect the different heritages of people living in Canada.

Some ways to celebrate Canada's birthday are parades, air shows, fireworks, and giant birthday cakes.

An *acrostic* is a series of words in which certain letters (usually the first letter of each word) taken in order make a word.

"C Is for Canada" is non-fiction because it deals with real situations or events.



Have the student find at least three items from the text to describe each sub-heading in the chart. See the Home Instructor's Guide for an example of how to fill in the chart.



About Canada

Fill in the chart with facts from "C Is for Canada."

Canada	
Beautiful Things	
Special Things	
Fun Things	
Animals	

Journal Time



Take out your journal. Turn to the Reading Response section.

Write about your favourite part of the selection “C Is for Canada” and your favourite illustration.

You may use the following ideas to help you write about the selection:

- How would you like to celebrate Canada’s birthday?
- Would you like to attend the dances and festivals mentioned?
- From the animals mentioned, which one is your favourite?



Discuss the ideas listed. The student may use these ideas or think of his or her own. Remind the student to print the day’s date at the top of the page.

New Words

These words are from the story “C Is for Canada.” Read them to your home instructor.

birthday

sea

exciting

Canada

winter

dance

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.



Use the new words to complete the following sentences.

1. It gets very cold in the _____ in some parts of _____.
2. It's so _____ when we celebrate Canada's _____.
3. _____ and festivals are part of life in Canada.
4. Canada stretches from sea to _____.

Print the answers to the following on the lines.

This word sounds just like **sea** but means to **look**.

The answers are winter,
Canada; exciting, birthday;
Dance; and sea.

The word is see.

The words are winter, exciting, Canada, birthday, birth and day, and Dan.



What is the opposite of **summer**? _____

Unscramble these letters—**gtnxieci**—to make one of your new words.

You live in this country. _____

Which of the new words is a **compound** word?

What are the **two** words in the compound word?

What is a boy's name in **dance**? (Remember to capitalize it!) _____



Take out six white index cards.

Print the six new words on white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your dictionary.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

If there are any other words from the story “C Is for Canada” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor’s Guide for information about this activity.

Fun with Phonics

Read this tongue twister aloud.

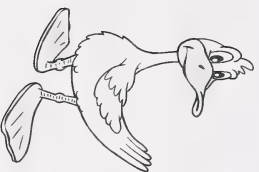
How much wood would a woodchuck chuck if a
woodchuck could chuck wood?

What sound do you hear at the end of the words
woodchuck and chuck?

The consonant digraph **ck** stands for the sound of
k or **hard c**.

Circle the consonant digraphs in these words.

The consonant digraphs are
“ck,” “th,” “sh,” “ch,” “wh,”
“ck,” and “ck.”



duck thank shark much

why quack truck



Have the student answer orally.
You hear the sound of “k” or
“hard c.” Tell the student that
the consonant digraph “ck”
stands for this sound at the end
or in the middle of words.



Print the sentences on the lines as your home instructor says them. Circle the words in brown that have the consonant digraphs **sh**, **th**, **wh**, **ch**, and **ck**.

1.

2.

3.

Now you will be working with consonant digraphs **sh**, **th**, **wh**, **ch**, and **ck** in the phonics book.



Do pages 117 and 118.

Dictate the following sentences as the student prints them.

1. Don't kick your little brother.
2. Where is that ship going?
3. Check the time on the clock.

Upon completion check the spelling, circled words, and punctuation with the student.

The words with consonant digraphs are kick, brother; where, **that**, ship; **check**, and clock.

Refer to the Home Instructor's Guide for information about this activity.

Break for lunch.



Silent Reading



Read the book *Welcome to Igloolik*.

An Inuit Community

Igloolik is an **Inuit** community.



Visit the following site to search the Internet for more information about the Inuit who live in Canada's Territories.

<http://www.yahooligans.com>

Refer to the Home Instructor's Guide for information about this activity.

Have the student read the book *Welcome to Igloolik* silently. Tell the student that Igloolik is a community in the new Canadian territory of Nunavut. Look up Nunavut on the map of Canada.

If the student does not have access to a computer, use the *Canadian Encyclopedia Student Edition* or *Adventure Canada* to learn more about the Inuit.

The Inuit are **aboriginal people** or one of the first people who lived in Canada. They are Native Canadians.

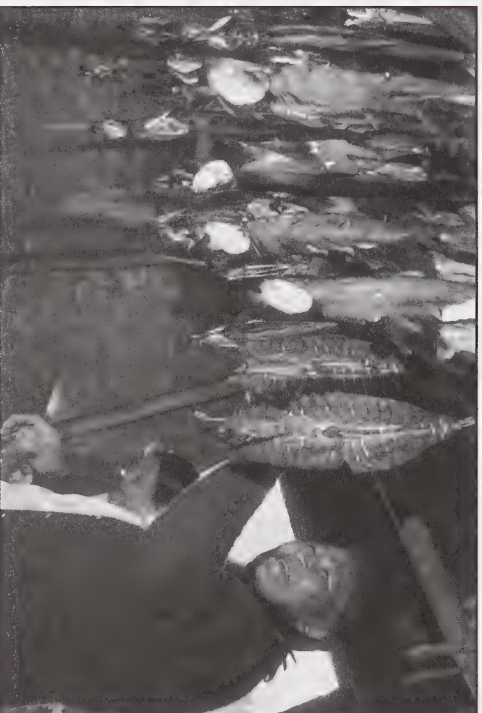


The Inuit live in northern Canada. They used to hunt and travel by dog sled. Now they live like most Canadians.

Discuss with the student how the original people of Canada, before the fur traders and settlers arrived, were the First Nations, Inuit, and Métis. Refer to the Home Instructor's Guide for more information about the Inuit.

The Inuit have a new territory. It is called Nunavut. Igloodik is in Nunavut.

Look at the pictures in the book *Welcome to Igloodik*.



There are many things that tell you that Igloodik is an Inuit community. Name them.

What tells you that Igloodik is near water?

Have the student answer the questions orally. The student should list things, such as the igloo; snow; ice; the clothing (parkas, animal skins, mukluk boots); the dog team; the snowmobiles used instead of cars; ice fishing; and Inuit language on the computer screen.

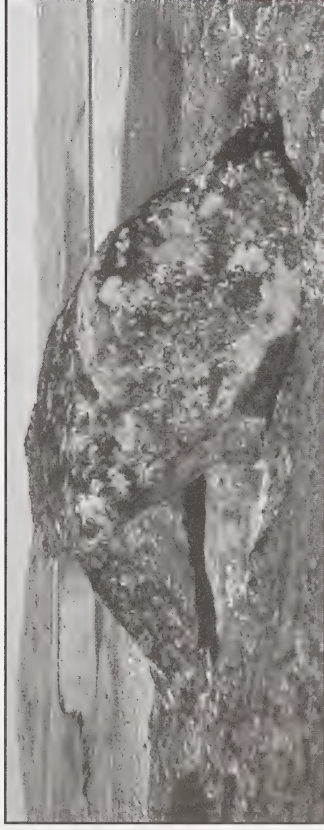
The fishers caught cod fish and lake trout through the ice.

Turn to page 15. What do you think a **kakivak** might be?

Turn to page 6. The language the Inuit speak is called **Inuktitut**. You can see what the letters of their language look like on the computer screen.

Look at how Malatee carries her baby on page 10. What do you think an **amauti** is?

The Inuit live on the **tundra**. The tundra is in northern Canada. There are no trees on the tundra. It is too cold for them to grow there.



A *kakivak* is a device used to catch fish.

An *amauti* is a hood in the back of a parka for an Inuit woman to carry a child.

The *tundra* is the vast, level, treeless plain in the Arctic region. The subsoil is frozen year round. Lichens and mosses grow in the top few centimetres of soil that is not frozen in the summer.

Talk about the important aspects of the Inuit communities, such as where they exist, their size, who lives there, and what the people are dependent on.

Some of the people who live in Inuit communities depend on hunting for their living.

They hunt seals, walrus, whales, caribou, musk-oxen, and polar bear.



Other occupations are needed, too. Look through the pages of *Welcome to Igloolik* to find other occupations, and print that information on the following lines.

Encourage the student to list other occupations and businesses, such as retail store owners and clerks (clothing, furniture, appliance stores); people who work in snowmobile outlets; mechanics to fix the machines; people who work in schools (teachers, secretaries, custodians, principals); people who service computers; and so on.

Have the student print the answers on the lines. An occupation not found in the student's community might be fishing or hunting if the student's community is not by water or in the north. Ensure the student understands the link between the environment or where one lives and some of the occupations practised there. For example, the type of hunting the Inuit do can only be done in the North because polar bear, musk-oxen, and caribou live in the North.

Discuss how some occupations are the same regardless of the environment or where one lives. These might include retail store owners, teachers, and other school employees.

Name one occupation that you can find in Igloolik, Nunavut, that you **cannot** find in your community.

Why?

Name one occupation that you can find in Igloolik, Nunavut, that you **can** also find in your community.

Why?

All communities have places where people go to have fun and enjoy themselves.

Compare the Inuit community, Igloolik, to your own community. Put a (✓) in the box under **Igloolik, Nunavut**, if people could do the activity there. Put a (✓) in the box under **My Community** if people could do the activity there.

Activity	Igloolik, Nunavut	My Community
go hunting		
play hockey		
go ice fishing		
play in a playground		
go to the movies		
drive a dog team		

Talk about recreational activities in the student's community and those found in Igloolik, Nunavut. Link activities with location and environment. (Igloolik is in the North and by water.) Discuss the difference between hunting as an occupation, where a community relies on it, and recreational hunting, where people in the student's community may hunt for recreation. Have the student fill in the chart.



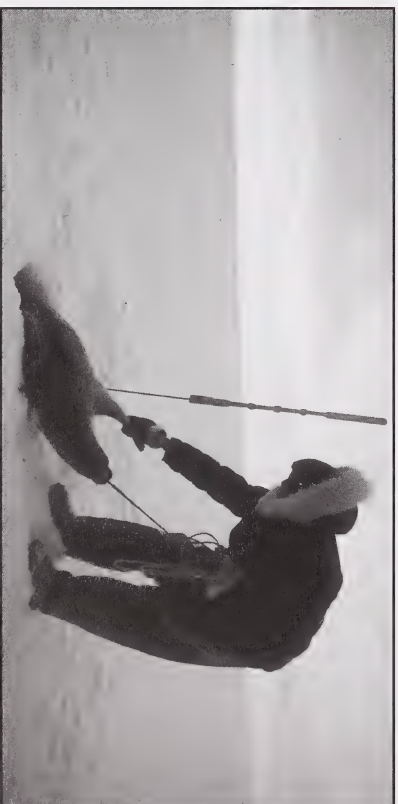
Have the student print the answer on the lines.

Iglloolik is in the far North and by the water.

Needs in Iglloolik are met by teachers, hunters, fishers, store personnel, and others not identified in the story.

Look at the activities that people can **only** do in Iglloolik, Nunavut.

Why can people do these activities in Iglloolik, Nunavut, and not in your community?



Who are some of the people in Iglloolik, Nunavut, who help meet the needs of the community?

Igloolik, Nunavut, has facilities that people use. These facilities meet the needs of the people in the community.

Fill in the chart.

- Name three facilities that are in Igloolik, Nunavut.
- Tell how people use those facilities.

Facilities in Igloolik, Nunavut	How People Use This Facility

Facilities that are shown in the story are the general store (people buy food, clothing, and other goods), the school (children learn things), and the playground (children play there).

Discuss how the facilities are found in all communities because people have many of the same needs no matter where they live.

Have the student answer orally. Some of the facilities in the student's community may include hospitals, schools, libraries, daycare-centres, shopping centres, senior citizen homes, clinics, swimming pools, drop-in centres, food banks, arenas, and supermarkets.

Read to the student about the author on the inside back cover of the book *Welcome to Igloodik*. Discuss the changes the community has gone through. Tell the student that the background on the cover of the book is a picture of soapstone—a stone common to the Arctic. Inuit artists make carvings out of it.



Would you find the facilities in other communities that are in Igloodik, Nunavut? Circle **Yes** or **No**. Why or why not?

Does your community have more or fewer facilities than Igloodik? _____

Name some of the facilities found in your community and how people use them.



Complete Day 10: Assignment 1 in your Assignment Booklet.

Listen to your home instructor read about the author of *Welcome to Igloodik*, Leah Otak.



An Inuit soapstone carving

Colour the Northern Sky



Have you ever seen the northern lights?

Circle **Yes** or **No**. They are truly spectacular. They are sometimes called **nature's light show**.

You can sometimes see them in the northern skies. The farther north you go, the more often you see them.

The Inuit see the northern lights quite often because they live so far north.

There are many websites with excellent photographs and information about the northern lights. Use a search engine such as yahooligans.com and search for northern lights or aurora borealis.

Refer to the Home Instructor's Guide for more information about Inuit folklore.

The student may use tempera or water-colour paint. Review how to mix colours and use brushes. Primary colours (red, blue, and yellow) may be mixed to form secondary colours: red and blue to make purple, red and yellow to make orange, and blue and yellow to make green. Adding black darkens a colour, adding white lightens it. Refer to the Home Instructor's Guide for more information and an example for this activity.

Inuit folktales tell the story of how the northern lights guide the spirits of their dead to heaven.

The scientific name for the northern lights is **aurora borealis**.



Take out your paints, brushes, and special paper for painting.

Paint the northern lights blazing over the Arctic.

When your painting is finished, print or paint your name (using a fine brush) on it. Display it where people can see it.



You will send your painting to the teacher on Day 18.



Looking Back

Would you like to live in Igloolik? Why or why not?

What new things did you learn about Canada?

What did you learn about the needs of the Inuit? Are they the same as yours?



Turn to Assignment Booklet 3B and complete Day 10: Learning Log. Have the student include his or her comments.

Refer to the Home Instructor's Guide for instructions about this activity.

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read “C Is for Canada” or *Welcome to Igloodik*.
- Tell everything you know about the Inuit.
- Show and talk about your painting of the northern lights.

Day 11: The ABCs of Canada

Today you will learn more about Canada and the activities of the people who live here.

And you get to begin writing your own alphabet booklet.



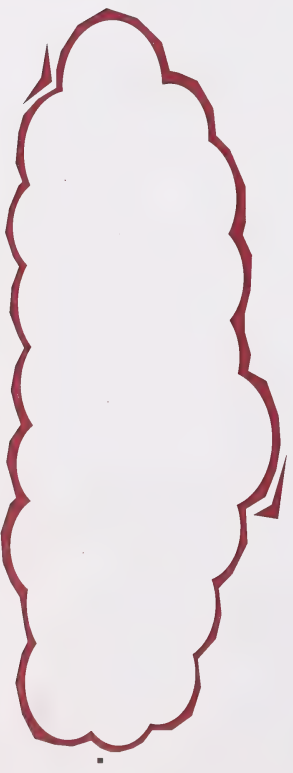
Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with your calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Is today's temperature higher than, lower than, or the same as the temperature on Day 10?

Have the student check the temperature from Day 10 and record the answers on the lines.

How many degrees higher or lower is the temperature today than on Day 10? _____



Work on Module 3: Day 11.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Remember to print the day's date at the top of the page.

Write about an interesting event from the last few days, or write about your thoughts and feelings on anything you like.

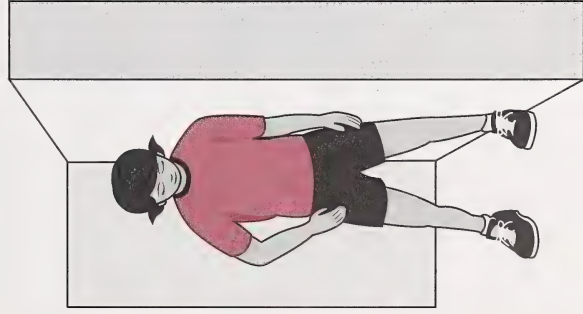
Assist the student as needed with selecting a topic to write about.

Music and Movement

You're going to use different body parts for moving today. Follow your home instructor's directions.



Refer to the Home Instructor's Guide for instructions about this activity.



Now you're going to touch a body part to something in the room. Follow your home instructor's directions.

Sing “O Canada” along with the student or go on to the next activity. Accompany “O Canada” with music if it’s available. The words and music are in Module 3A, Day 3.

Locate the song “Months of the Year” from the *Music and Movement in the Classroom* CD #1. Ensure the student is pointing correctly to the months as they are mentioned.

Sing It



Sing “O Canada.”



Listen to the song “Months of the Year.”

Point to each month as it is said in the song.

January

February

March

April

May

June

July

August

September

October

November

December

You're going to listen to the song again. This time fill in the missing first letter of each month as it is said in the song.

___anuary ___ebruary ___arch

___pril ___ay ___une

___uly ___ugust ___eptember

___ctober ___ovember ___ecember



Practise singing the song with the music. Encourage the student to smile as he or she is singing. Repeat as desired. The Spanish version of the song follows the English version. You may choose to have the student listen to it or not.

Now you're going to sing "Months of the Year."



Reading a Report

You learned about the Inuit in Day 10. Your home instructor will now read the report "Toonik Tyme" to you. It is about a festival that some Inuit take part in.

Read the report to the student as he or she follows along. Have the student read it back to you.

Toonik Tyme

Toonik Tyme, an Inuit festival with crazy games and contests for the people to enjoy, adds fun to a long Arctic winter.



A backwards parka race is one of the activities. People put their parkas on backwards with the hoods over their faces and race to see who can reach their partner first. No one goes very fast!

continued . . .



Then there's the slope climb. Can you imagine trying to climb up a snow-covered hill with plastic bags tied over your boots? Most people don't get very far up the hill, but they laugh a lot!

People can also join in a broomball game. To play they have to wear one skate and one running shoe and try to sweep a ball down the ice to score a goal. They sure look funny trying to skate!



Crazy but fun, don't you think?

Read the **introduction** to “Toonik Tyme” aloud.

What is the main idea that lets you know what the report is going to be about? Underline the main idea with a **pink** crayon.

What are the **details** in the report that give you information about the main idea? Underline them with a **green** crayon.

What does the **conclusion** or **ending** tell you?

To see the way the main idea and details are organized in a report, you will complete a diagram.

Discuss the structure of a report and the purpose of its parts.

- The *introduction* tells the main idea and lets the reader know what the report is about.
- The *details* give information about the main idea or topic.
- The *conclusion* or *ending* repeats the idea in the introduction and comments on it.

Have the student answer the questions orally. The introduction is the first paragraph. It tells the reader that the main idea of the report is that the Inuit have a festival with crazy games for the people's enjoyment. The details list three different games, how each is played, and the fun the people have. The conclusion or ending repeats the main idea in the introduction—that the games are crazy and fun.

Have the student fill in the diagram with the main idea and details from the report. Assist the student as needed. See the Home Instructor's Guide for more information about this activity and an example of how to fill in the tree diagram.

Encourage the student to look for this structure when reading other informational passages.

In the tree diagram, list the main idea and details.



Make Your Own Acrostic



Take out the book *People! Places!*

Read "C Is for Canada" aloud.

Do you remember what an **acrostic** is?

Circle **Yes** or **No**. What is it?

Today you are going to write your own acrostic!

On the line write the name of the province or territory where you live.

You can make an acrostic of your province or territory.

After the student reads "C Is for Canada" to you, review the meaning of *acrostic*. Have the student print the province on the line.

Refer to the Home Instructor's Guide for an example.

Brainstorm words that start with each of the beginning letters of the province or territory. Use the resource materials about the province or territory and a dictionary. The student may use the following pattern.

_____ is for _____.

If you have one or more of the Alphabet Books recommended for today's lesson in the Home Instructor's Guide, read it aloud to the student as an example.



Take out a sheet of lined paper.

Print the letters of your province or territory going down along the page in capitals. Colour the letters. Then think of words that describe your province or territory that start with each letter. Print them beside each letter using the following pattern.

_____ is for _____.

Use the name of your province or territory as a title.



You will send your acrostic to the teacher on Day 18.

A Canadian Alphabet Booklet

You're going to make your own Canadian alphabet booklet!

Throughout this module you will add pages to the booklet, until you have written the entire alphabet.

You can call your booklet *ABCs of Canada*.



Take out five sheets of unlined paper.

First, make a title page. Print your name on it.

Think of Canadian things that begin with the letters A, B, C, and D.

Print each letter on a separate page, and then print what each one stands for and draw a picture of it.



You will send the completed booklet to your teacher on Day 18.

Refer to the Home Instructor's Guide for information about this activity and an example of a title page.

The student will add four letters of the alphabet to the booklet today and tomorrow, and then add three letters each day until the end of the module.

Take a few minutes to review the six new spelling words presented in Day 3. Say each word aloud and have the student spell it for you. If the student is still having difficulty with any of the words, have him or her practise spelling the word(s). Refer to the Home Instructor's Guide for information about this activity.

Refer to the Home Instructor's Guide for information about this activity.

Both you and the student read silently for ten minutes. The student may choose to reread *Welcome to Igloolik* or make a different selection.

I Can Spell That

Can you spell the six new spelling words?

Circle  **Yes** or  **No**. Try it!



Enrichment (optional)

If you have time, do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read the following sentences aloud.

The knight got to his **knees**.

My aunt **knit** me a scarf.

I **know** who **knocked** on the door.



What sound is heard at the beginning of each of the words written in colour?

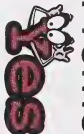
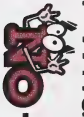
What letters stand for the sound of **n**? If you said **kn**, you are correct.

Circle in blue the consonant digraph **kn** in the sentences you just read.

Have the student answer orally.
The sound is "n."

Have the student print the answer on the lines. A *consonant digraph* is two consonants that stand for one sound.

Do you remember what a **consonant digraph** is?

Circle  **Yes** or  **No**. What is it?

Print the word that rhymes with each of the following words and begins with the consonant digraph **kn**.

wife _____

wit _____

glow _____

flew _____

buckle _____

hot _____

The answers are knife, knit, know, knew, knuckle, knot, knelt, knee, and knock.

belt _____

flee _____

sock _____

Now you will be working with the consonant digraph **kn** in your phonics book.



Do pages 119 and 120.

It's Too Cold in Here!

It can get very cold in some parts of Canada in the winter.

Sometimes in the summer it can get very hot!



Ask the student what time of year it is (winter).

Find out how Kathleen deals with the cold of winter and the heat of summer in her home.

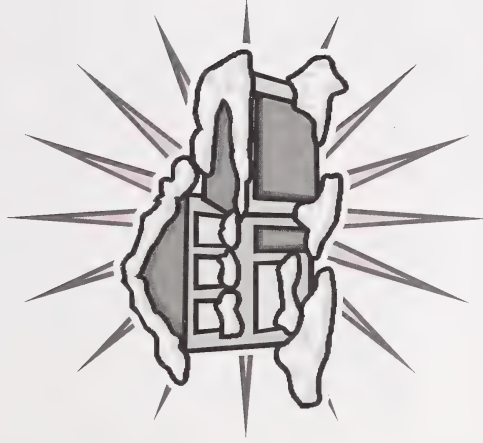
Look at the illustration of Kathleen. She thinks her home is really cold and that there is nothing she can do about it. But is there something she can do?

Circle **Yes** or **No**.



What can Kathleen do to make it warmer in her home?

There are all kinds of homes. Sometimes homes get cold in the winter. But there are certain things everyone can do to change the temperature from cold to warm.



Look at the picture of the room again. After Kathleen closes the window and the door, there are other things she can do to make the room warmer. With a red crayon, circle these things in the picture.

Kathleen can close the window and the door.

Other ways of changing the temperature are turning up the thermostat, opening the curtains for the sun to shine in, lighting the fireplace, and turning on the space heater.

Encourage the child to think of as many ways as possible of changing the temperature. This discussion focuses on how to change the temperature in a room or building only and not how body temperature can be adjusted (for example, putting on a sweater). The student may list the ways identified in the picture, as well as placing a towel under the door to keep the cold out. Discuss how each of these ways changes the temperature (either keeps the cold out or warms up the air).

Think of all the ways you can change the temperature of a house or building from cold to warm. List them in the chart. Beside each way print why it changes the temperature. The first one is done for you.

Cold House

Ways of Changing the Temperature	How This Changes the Temperature
light the fireplace	warms the air

It's Too Hot in Here!



This is Kathleen again a few months later. Now she's too hot. What can she do to change the temperature in her house from hot to cool?

Ask the student what time of year it is (summer). Kathleen can open the window and door.

Homes can get hot in the summer. But there are certain things everyone can do to change the temperature from hot to cool.



Look at the picture of the room again. After Kathleen opens the window and the door, there are other things she can do to make the room cooler. With a red crayon, circle these things in the picture.

Ways of changing the temperature are turning down the thermostat, turning on the fan, and closing the curtains to keep the sun out.

Think of all the ways you can change the temperature of a house or building from hot to cool. List them in the chart. Beside each way print why it changes the temperature. The first one is done for you.

Hot House

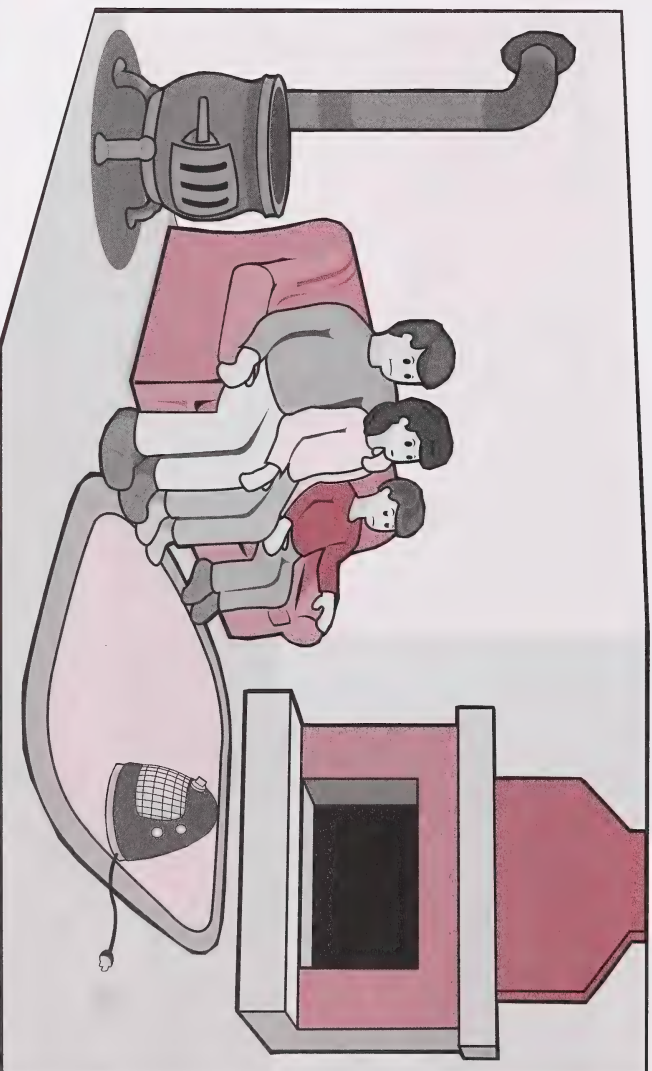
Ways of Changing the Temperature	How This Changes the Temperature
close the curtains	keeps the heat out

Encourage the child to think of as many ways as possible of changing the temperature. Remember, this discussion focuses on how to change the temperature in a room or building only and not how body temperature can be adjusted (for example, drinking a cold drink). The student may list the ways identified in the picture, as well as turning on the air conditioner. Discuss how each of these ways changes the temperature (either keeps the heat out or cools the air).

Discuss how the furnace breaking down in the winter affects the family. It is difficult to carry on normal activities (list some) in the home when it's too cold.

A Problem to Solve

It's December and it's -5°C outside. The furnace in this family's house has stopped working.



Take out a sheet of lined paper.

On the sheet of paper, write what the family can do to keep the house warm, until the furnace gets fixed.



You will send your work to the teacher on Day 18.



Complete Day 11: Assignment 2 in your Assignment Booklet.

Looking Back

Talk about your favourite activities of the day.

What did you like about the movement activities?
What didn't you like?

Did you enjoy making the title page and the pages for the first four letters of the alphabet for your alphabet booklet? Why or why not?

Have the student write a few sentences explaining how to keep the house warm (have everyone stay in one room and light a fire or the wood stove, or turn on the space heater).

Turn to Assignment Booklet 3B and complete the Day 11: Learning Log. Have the student include his or her comments.

Refer to the Home Instructor's Guide for more information about this activity.

Do you find it easy or difficult to fill in charts, like the one you did for "Toonik Tyme?"

How easy was it to solve the problem about the broken furnace?

What new things did you learn about changing temperature in a building?

Story Time

Your home instructor will now read to you. Relax and enjoy the story!



Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read “C Is for Canada.”
- Read the acrostic you made of your province or territory.
- Show your alphabet booklet.
- Talk about the ways you can change the temperature in a house.



Day 12: Keep in Touch

Do you keep in touch with people in other countries or in other parts of Canada? If so, how do you keep in touch?

There are many ways to communicate with people at a distance.

Today you will learn about some of the ways people keep in touch.

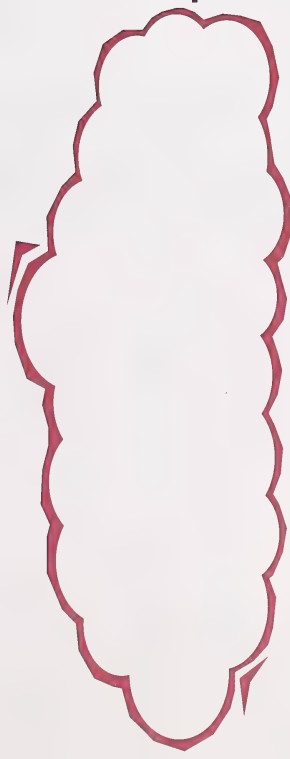


Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with your calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is

What is the weather forecast for today?

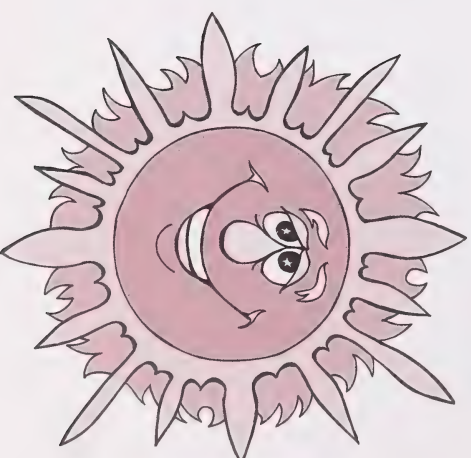
Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.





Is today's temperature higher than, lower than, or the same as the temperature on Day 11?

How many degrees higher or lower is the temperature today than on Day 11? _____



Work on Module 3: Day 12.

A Canadian Alphabet Booklet

You are going to add four more pages to your *ABCs of Canada* booklet.



Take out four sheets of unlined paper.

Think of Canadian things that begin with the letters E, F, G, and H.

Have the student check the temperature from Day 11 and record the answers on the lines.

The student will add four pages to the alphabet booklet.

Brainstorm words that begin with E, F, G, and H and have a Canadian focus. Use a map or atlas and Canadian resource materials for ideas.



Print each letter on a separate page. Then print what each one stands for and draw a picture of it.



When you are done, put the pages back into your Student Folder.

Keeping in Touch

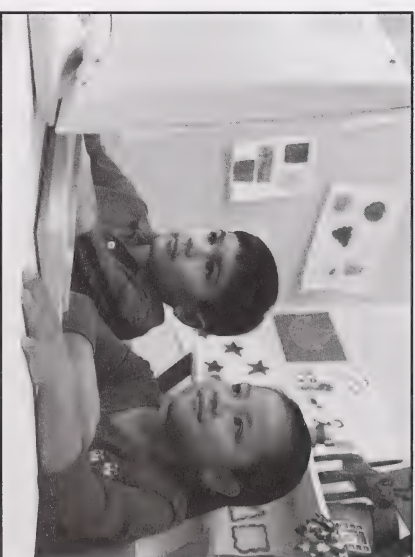
Discuss people the student may know who live far away. If the student doesn't know anyone who lives far away, have him or her imagine how one could keep in touch.

Discuss the meaning of *keeping in touch* as sharing ideas or communicating at a distance.

Answers may include telephone, e-mail, fax, and mail.

Many people have friends, relatives, and family members who live far away. Do you?

Circle **Yes** or **No**.



There are several ways to keep in touch with other people. Can you list some of them?

Reading



Take out the book *Keep in Touch*.

Today you will begin a new book called *Keep in Touch*.

Look at the cover and read the title aloud. What do you think the children might be doing?

Turn to the Contents page.

Look at the title page of "Just Call."

Who is the author?

Who is the illustrator?

Introduce the student to the new book. Have the student look at the cover. Ask what the two children might be doing. Have the student skim through the book to find the story the cover picture is taken from.

Have the student look at the titles and pictures on the Contents page and look at the title page of "Just Call." Have the student print the answers to the questions on the lines.

The author is **Stacy Mackie**.

The illustrator is **Linda Hendry**.



Have the student answer orally.

Read the first page aloud.

With the student following along, go through the article, reading the text in the speech balloons only.

Have the student identify each character and read the page to find out who they spoke to.



What are the people doing on page 3? How does the title fit the illustration?

Who might the people be calling? Listen as your home instructor reads page 3 to find out.

Look through the article. Follow along as your home instructor reads the speech balloons.



Turn back to page 3. Name the characters and read aloud the lines that tell who each one spoke to.

Read the rest of the article aloud, one page at a time.

List the **five** ways the people in “Just Call” used to keep in touch.

What do you think might happen at Robyn’s house?

Why do you think Lea’s grandmother thought Lea had forgotten her birthday?

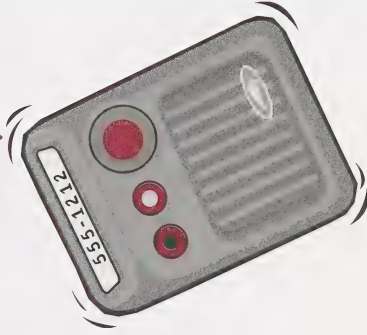
What did Jason’s mother forget?

Why did Ashi have to send a fax?

How do pagers work?

Read the article to yourself.

*BEEP
BEEP*



Have the student read each page aloud, including the definition at the bottom of the page. Then talk about what is happening and identify the means of keeping in touch. After the student has read the article, have him or her answer the questions orally.

Five ways people kept in touch are using an answering machine, sending e-mail, using a cell phone, using a fax machine, and using a pager.

At Robyn’s house the dog might chew on Robyn’s book. Lea didn’t send Gram a birthday card so Gram thought Lea forgot her birthday. Jason’s mother forgot what kind of pizza Jason wanted. Ashi had to send a fax because his friend lost the map.

Pagers leave a message on a screen and some also make a sound.

Journal Time



Take out your journal. Turn to the Reading Response section.

Remember to print the day's date at the top of the page.

Write about your favourite part of the article "Just Call" and your favourite illustration.

Write about ways you keep in touch.



Discuss the ideas listed. The student may use these ideas or think of his or her own.

Have the student fill in the chart on the following page. See the Home Instructor's Guide for an example of how to fill in the chart.

Who Called?

Fill in the chart with information from the article “Just Call.”

Who Called	Who That Person Called	Why That Person Called	What That Person Used

New Words

These words are from the article “Just Call.” Read them to your home instructor.

machine

touch

message

printed

phone

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. Robyn left a _____ on the answering _____.
2. Ashi's fax machine sent a _____ copy of the map.
3. Jason's mother kept in _____ by _____.

On the lines print the answers to the following.

Take the letters **t** and **o** out of **touch** and add a letter to make a word that means **a lot**.

The answers are **message, machine; printed; touch, and phone.**

The words are **much; me, mess, age or sage; machine; phone; and printed.**

What are three little words in **message**?

Unscramble these letters—**n h c e m a i**—to make one of your new words. _____

You use this to talk to someone far away. _____

You did this when you wrote in your journal. _____



Take out five white index cards.

Print the five new words on the white index cards. Put the cards on your Word Wall.





Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Then tape them on the Word Wall.



Enrichment (optional)

If you have time, you may want to do an extra activity.



You may send your cartoon-type drawings to your teacher on Day 18.

If there are any other words from the article “Just Call” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor’s Guide for information about this activity.

Refer to the Home Instructor’s Guide for information about this activity.

Break for lunch.



Silent Reading

Enjoy your reading time!



Refer to the Home Instructor's Guide for information about this activity.

Fun with Phonics

Read this word aloud.

table

The letters **le** stand for the sound of **l** that you hear at the end of the word.

Read aloud these words.

apple crackle twinkle little whistle

jingle bustle sale people

Circle in red the letters that stand for the sound of **l** at the end of each word.

The student circles "le" at the end of each word.



Dictate the following sentences as the student prints them.

1. Did you drink the bottle of milk?
2. I lost my little turtle.
3. Light the candle.
4. The eagle flew from its nest.

Check the spelling, punctuation, and circled letters afterward with the student. The words ending in "le" are bottle, little, turtle, candle, and eagle. Point out the "le" ending in *purple*.

Print the sentences on the lines as your home instructor says them. Circle in purple the words ending in the letters **le**.

1.

2.

3.

4.

Now you will be working with words ending in **le** in your phonics book.

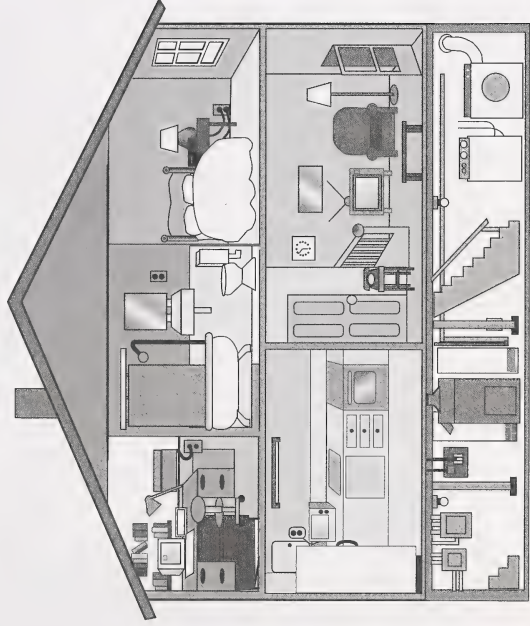


Do pages 85 and 86, and 93 and 94.

Heating Buildings

In Day 11 you learned how to warm up a room when it's cold.

When it's really cold outside, you want to be able to go to any room in your house and be warm.



Refer to the Home Instructor's Guide for information about this activity.

If possible, take the student to the boiler room of an apartment building, school, or other large building. Arrange for the custodian to discuss how a boiler works. The student can ask questions, such as the following:

- How is the building heated?
- How does the heat travel throughout the building?

A furnace heats the student's home. Explain that a furnace spreads heat throughout a building.

Explain the *central heating* system to the student after he or she reads the text.

When you visit a library, a large store, or any large building in the winter, you want to be warm.

Your home and all kinds of

buildings are heated. Do you

know what heats them?

Circle  or . What is it?

The system that spreads heat

throughout a building, including

most homes, is called **central**

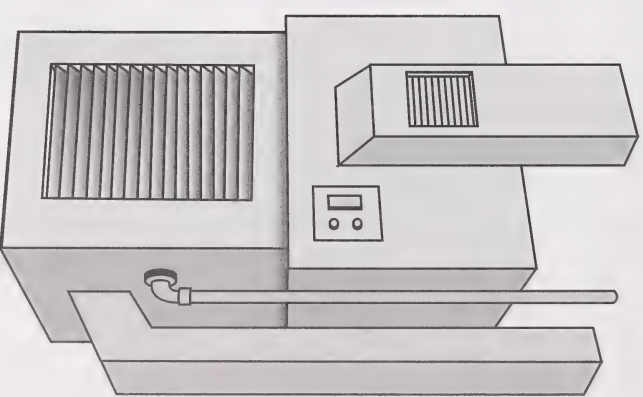
heating. It's called central heating

because the heat that goes to all

the rooms comes from one place in

the building—the furnace. The furnace works hard to

make heat.



Do you have any idea what the furnace heats up? Circle **yes** or **no**. What is it? If you said water or air, you are right.

Hot Water and Steam Systems

The furnace heats the water. When the water is hot enough, it travels through pipes to **radiators** placed throughout the building. When the water cools, it returns to the furnace to be reheated.

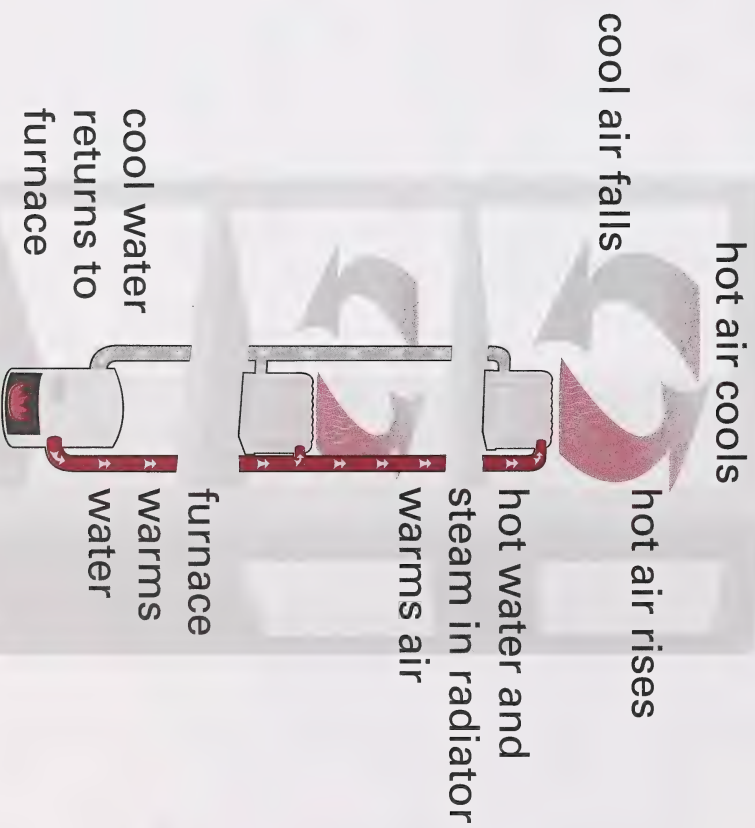
Sometimes steam is used to heat buildings. The furnace in this system is called a **boiler** because it boils the water. When the water in the boiler boils, it makes steam. This steam travels through pipes to different places in the building. The heat from the steam is drawn in each room through radiators. This type of heating is mostly used in large buildings and apartments.

Radiators are the pipes filled with hot water or steam that heat the air in a room.

A boiler is a heating system that boils water to create steam for heating.

Guide the student through the diagram of the hot water and steam system, showing how the water travels through the building. Explain how hot air rises and cold air falls.

Look at the diagram of the hot water and steam system. It shows how the water or steam travels through a building.



Hot-Air System

Most homes in Canada use hot-air systems. They are cheaper to install than hot water and steam systems and can be used along with the air-conditioning system of the home.

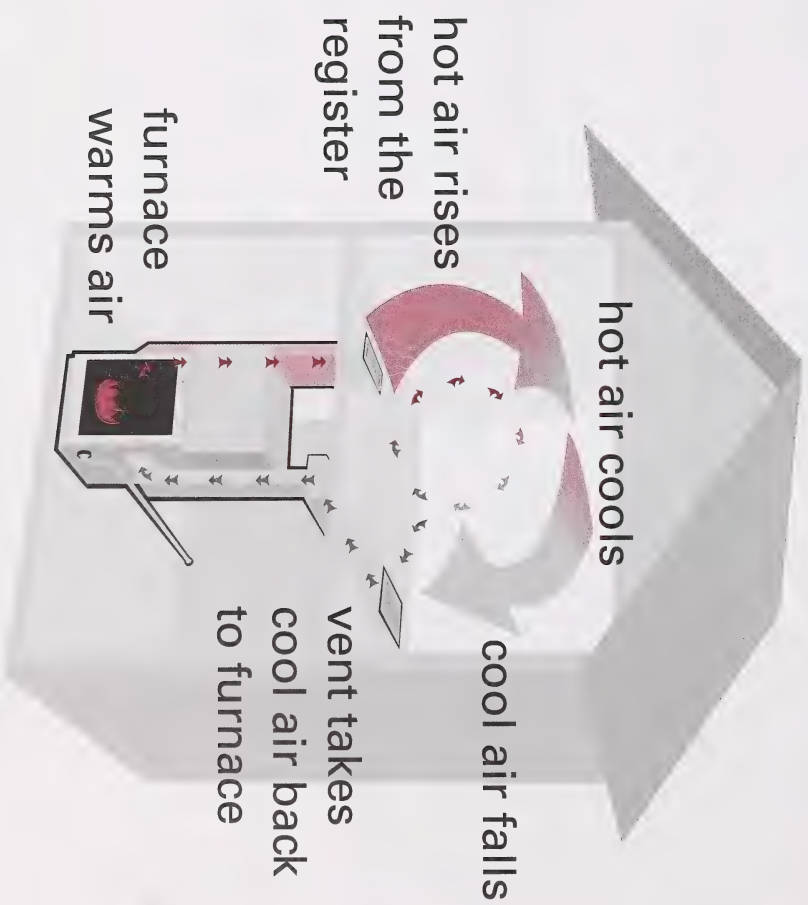
The air is heated in the furnace and then spreads throughout the house through **ducts**. Ducts are like tubes. These tubes, or ducts, blow the warm air into the room out of **registers** on or near the floor.

Once the hot air is in the room, it rises to the ceiling. When the hot air cools, it falls back to the floor and is pulled into the cold-air register and returned to the furnace.

The registers are openings in the pipes carrying the warm air into the rooms.

Guide the student through the diagram of the hot-air system, showing how hot air blows out of the register, through the house, down the cold-air register, and returns to the furnace.

Look at the diagram of the hot-air system. It shows how the hot air travels through a building.



Energy Source or Fuel

Now you know how furnaces heat buildings. But what does the furnace use to heat the water or air?

The furnace burns a **fuel** to heat the water or air. **Natural gas** is a fuel that is most often used in homes. Propane gas or other fuels are used, too.

Large Buildings and Apartments

The following sentences tell how a steam-heat system works, but they are not in the correct order:

- Steam goes through pipes in the building.
- Pipes lead to radiators in each room.
- Heat is drawn into the room.
- Natural gas is burned.
- Steam is made.
- Water boils in the boiler.

A *fuel* is something burned to provide heat.

Explain that *natural gas* is a fuel found in deposits in the earth and is not the same as gasoline which is made from petroleum.

Have the student fill in the flow chart with the sentences. The correct order is as follows:

- Natural gas is burned.
- Water boils in the boiler.
- Steam is made.
- Steam goes through pipes in the building.
- Pipes lead to radiators in each room.
- Heat is drawn into the room.

Write the sentences in the correct order to fill in the following flow chart.

1

2

3

4

5

6

Houses

The following sentences show how a hot-air system works, but they are not in order. Fill in the following flow chart with the sentences in the correct order.

- Cool air falls to the floor.
- Cool air is pulled into the cold-air register.
- Hot air blows into the room out of a register.
- Natural gas is burned.
- Air is heated in the furnace.
- Cool air returns to the furnace.
- Hot air cools and becomes cool air.
- Hot air rises.
- Hot air spreads through the house through ducts.

Have the student fill in the flow chart with the sentences. The correct order is as follows:

- Natural gas is burned.
- Air is heated in the furnace.
- Hot air spreads through the house through ducts.
- Hot air blows into the room out of a register.
- Hot air rises.
- Hot air cools and becomes cool air.
- Cool air falls to the floor.
- Cool air is pulled into the cold-air register.
- Cool air returns to the furnace.

1

2

3

4

5

6

7

8

9

Does Hot Air Really Rise?

You will conduct an experiment to see if hot air really does rise.

Your home instructor will fill a plastic bag with hot air. What do you think will happen to the bag?



Watch what happens as the plastic bag is filled with hot air and released. Was your prediction correct? Circle **yes** or **no**.

Does hot air rise? Circle **yes** or **no**.



Complete Day 12: Assignment 3 in your Assignment Booklet.

You will need a blow dryer and lightweight plastic bag. Have the student predict what might happen after the bag is filled with hot air.

Set the blow dryer on hot and fill the plastic bag with hot air by holding the bag upside down and aiming the dryer into the bag. After about ten seconds, let the bag go. It should float up to the ceiling.

Looking Back

List the ways you can keep in touch with people.
Which is your favourite? Why?

How does a house get heated?

How does a building like a school or library get heated?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 3B and complete the Day 12: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read "Just Call."
- Talk about the ways buildings and houses are heated.
- Tell how you keep in touch with people far away.



Day 13: Keeping Warm in Canada

Some parts of Canada can get very cold in the winter. Last day you discovered how people warm their houses.

Have you ever wondered how houses keep their heat when it is so cold outside in the winter?

You will find out how today.

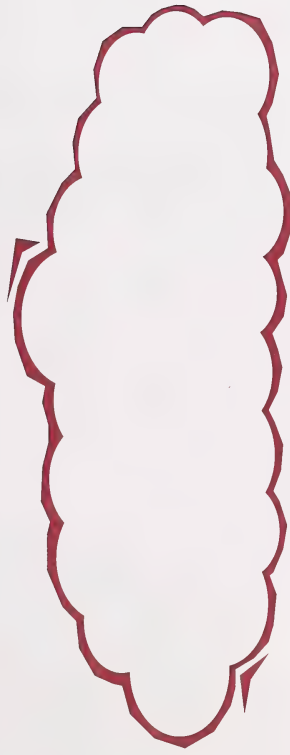


Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with the calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

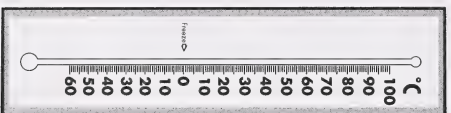
What is the weather forecast for today?

Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.





Is today's temperature higher than, lower than, or the same as the temperature on Day 12?

Have the student check the temperature from Day 12 and record the answers on the lines.

How many degrees higher or lower is the temperature today than on Day 12? _____



Work on Module 3: Day 13.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Think of a time you were away from your friends and relatives. How did you feel? Write about it in your journal.

Discuss times when the student has been away from home and friends and relatives.

Review the song "Months of the Year" on CD #1 of *Music and Movement in the Classroom*. Sing along with the student.

Discuss what a copycat is. Play the song "Just Like Me" on CD #1 of *Music and Movement in the Classroom*. Refer to the words in *Music and Movement in the Classroom* Lesson 9 while singing.

Music and Movement



You're going to sing and do some movements at the same time!

Do you know what a **copycat** is?

Circle  **Yes** or  **No**.

A copycat likes to copy what somebody else says or does! See if you can be a copycat.

You're going to learn a new song today. It's called "Just Like Me." You will learn how to move to the beat of the song.

Listen to the song. Sing the words along with the singer.



Now follow your home instructor and do the movements as you listen to the song.



Can you sing and do the movements at the same time? Circle **Yes** or **No**. Try it!

After the student has listened to and sung the song once through, explain that you will perform some movements for the student to copy. You could use the following movements:

- Move your fingers on one hand and then the other.
- Move one arm and then the other.
- Move the head one way and then the other.
- Move your upper torso one way and then the other.
- Move one leg and then the other.
- Move a combination of body parts.

Play the song again. This time sing and do the movements at the same time along with the student. Have the student take a turn leading the performance.

The student will add three pages to the alphabet booklet. Brainstorm words that begin with the letters I, J, and K that have a Canadian focus. Use a map or atlas and Canadian resource materials for ideas.

A Canadian Alphabet Booklet

You are going to add three more pages to your *ABCs of Canada* booklet.



Take out three sheets of unlined paper.

Think of Canadian things that begin with the letters I, J, and K.

Print each letter on a separate page. Then print what each one stands for and draw a picture of it.



When you are done, put the pages back into your Student Folder.

You'll Get a Kick Out of This



Take out the book *Keep in Touch*.

Turn to page 3 and read "Just Call" aloud.

Read these phrases aloud. They're in the article "Just Call." See if you can find them.



get in touch in a flash feed the map

Read aloud the sentences with these phrases.

When Robyn wants to get in touch with someone at home, does she really want to touch them?

Circle **Yes** or **No**.

After the student finds each phrase, one at a time, have him or her read aloud the sentences containing them. Discuss what the phrases mean in context—the figurative meaning—and how they are different from what the words actually mean—the literal meaning.

Did Gram see a **flash** of light when Lea sent her an e-mail? Circle  **Yes** or  **No**.

Is Ashi **feeding** food to his map?

Circle  **Yes** or  **No**.

The answer to all these questions is no. But these phrases, and others like them, are used all the time.

When people use phrases like that when speaking or writing, the meaning of the phrases is **figurative**. Figurative language uses words to create pictures to get the meaning across.

Here are some other phrases that create pictures.

I'm going to hit the sack. He's an egghead.

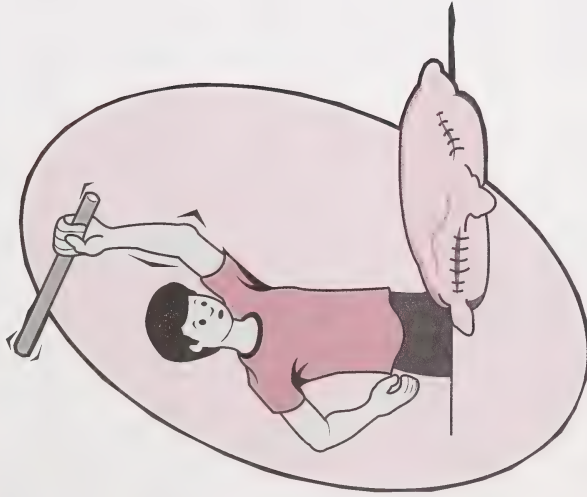
Discuss with the student how *figurative* language uses words to create meanings that are different from what the words themselves actually mean. Figurative language creates pictures to get a new meaning across.

Do you know what each phrase means?

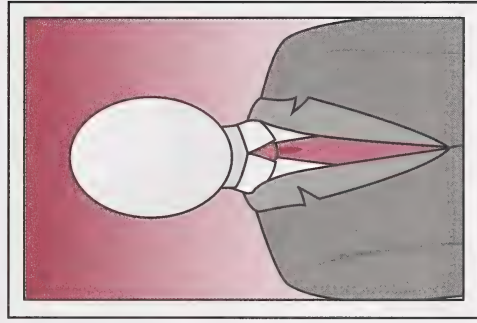
Circle **Yes** or **No**.

Discuss what each of the phrases mean in context. Then discuss the literal meaning of each.

Now what do the words hit the sack and he's an egghead mean?



I'm going to hit the sack.



He's an egghead.

The real meaning of the words is called the **literal** meaning.

Look at the title on page 99. Did you really **get a kick**? Circle **Yes** or **No**. What are the literal and figurative meanings of **get a kick out of this**?

Think of other phrases that have both figurative and literal meanings.



Take out two sheets of unlined paper.

Choose four of the phrases you thought of and print two of them on each page. Under each phrase write a sentence using it in its figurative meaning. Then draw a picture to show its literal meaning, just like in the following example.

Brainstorm other phrases. Some examples are cat got your tongue, blow your top, bushed, chicken, beats me, I'm broke, feeling blue, lend a hand, raining cats and dogs, wet behind the ears, catch your breath, get cracking, under the weather, with bells on, two-faced, grab a bite, pull someone's leg, keep an eye on it, I'm all ears, change your mind, catch a cold, elbow grease, keep a straight face, and so on. You can find others on the Internet using the key word *idioms*. Talk about the literal and figurative meanings of the phrases. Have the student create a sentence to show the figurative meaning of each one orally.

Refer to the Home Instructor's Guide for information about this activity.

let the cat out of the bag

Misha let the cat out of the bag when he told his mother about the surprise party.



You will send your work to the teacher on Day 18.



Definitions

Read the passages at the bottom of pages 4 and 5 from the article “Just Call.” Why are they there?

The passages tell you what the object is and what it does. The passages are **definitions**.

A definition tells you what something means.



What is the definition of a **cell phone**? a **fax machine**?

Module 3B: My Canada

Talk about the content and purpose of the passages. Each names an object, tells what it is, and explains how it works or what it does.

Have the student explain what a cell phone and fax machine are following the format of the passages. Then read pages 6 and 7 to compare their answers with the text definitions.

With the student go over the criteria in the box to use as a reference.

Read the definitions on page 6 and 7. Were your definitions close? Circle  **Yes** or  **No**.

The points listed in the box will help you write a good definition.

A Good Definition

- names the object
- tells what it is
- tells how it works or what it does
- makes sense
- uses words that are easy to understand
- explains things clearly

What is something in your room you could define?
Print your definition on the lines.

A _____ is _____

It _____

Does your definition make sense?

Circle **yes** or **no**.



Take out a sheet of lined paper.

Brainstorm a list of objects for which you would like to write definitions. Write definitions for two of them.



You will send your definitions to your teacher on Day 18.

With the student, define an object in the room. For example, a table is used to put things on. It has a top and four legs. A window is to look out of. It is made of glass. Have the student use these sentence frames.

Refer to the Home Instructor's Guide for more information about this activity.

Break for lunch.



Silent Reading

Enjoy your reading time!

Preparing for Science

Help your home instructor set up the experiment you will do later today.



Refer to the Home Instructor's Guide for information about this activity.

For today's science lesson (Keeping Things Hot and Cold), the student will perform two experiments. The first one requires a waiting period of at least 45 minutes to see the outcome. For this reason, set up the experiment with the student now.

Refer to the Home Instructor's Guide for instructions on how to set the experiment up.

Guilherme Keeps in Touch

Some people live very far away from their friends and family. Read how Guilherme keeps in touch with her friends and family.



Guilherme is pronounced Gee-ér-may with a hard g, as in “go.”



Take out the book *Keep in Touch*.

Turn to the inside back cover. Follow along as your home instructor reads “Guilherme’s Writing.”

Would you like to meet Guilherme?

Circle  **Yes** or  **No**. Why or why not?

Read “Guilherme’s Writing” aloud.

Fun with Phonics

Read these sentences aloud.

I sent the **w**rong fax yesterday.

I’m going to send an e-mail to my uncle in **W**rigley, Northwest Territories.

Read “Guilherme’s Writing” to the student. Have the student note the three ways of communicating she mentions. Talk about where most of Guilherme’s family lives and why she is in Canada; what she has drawn in her pictures; the advantages of phone calls, e-mail, and cards, and why Guilherme and her family use each of them at different times. Look up Brazil in the atlas.

My favourite bird is a **wren**.

What sound does the consonant digraph **wr** stand for?

The following are more words with the consonant digraph **wr**. Read them aloud and make up sentences that use each of the words.

wrist wreck wrestle

wrinkle wriggle writer

Print the sentences on the lines as your home instructor says them. Circle in orange the words with the consonant digraph **wr**.

1. _____



Remind the student that a consonant *digraph* is two consonants that stand for one sound. Pronounce *wrong*, *Wrigley*, and *wren*. The “wr” sound stands for the sound “r.” Point out the consonant digraph “wr” in each of the words.

Have the student pronounce each word and orally use it in a sentence. Check that the sentences make sense.

Dictate the following sentences as the student prints them.

1. I will wrap the gift.
2. I hurt my wrist.
3. Where did you put the wrench?

Check the spelling, punctuation, and circled words afterward with the student. The words with the consonant digraph “wr” are **wrap**, **wrist**, and **wrench**.

2.

3.

Now you will be working with the consonant digraph **wr** in the phonics book.

Refer to the Home Instructor's Guide for information about this activity.

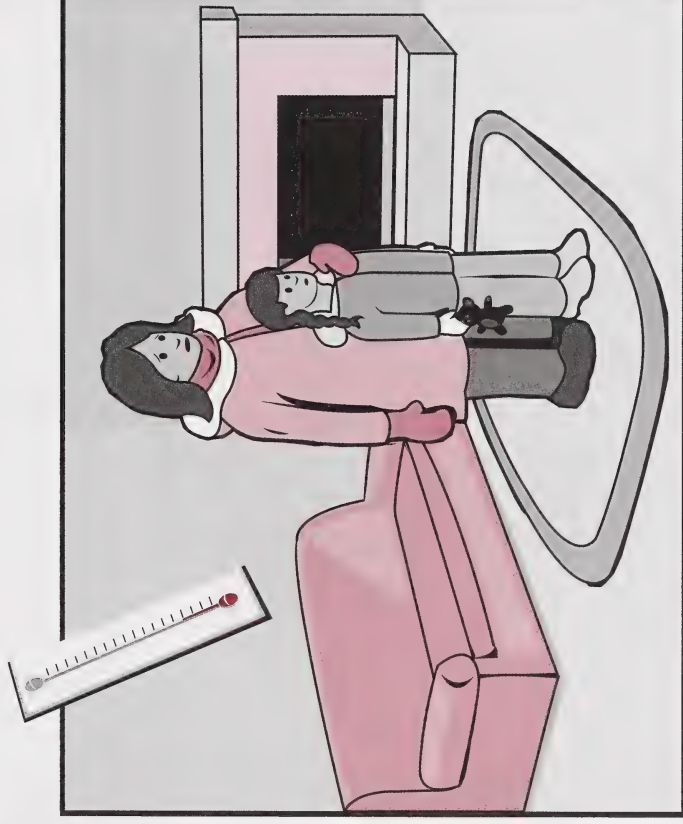


Do pages 121 and 122.

Keeping Things Hot or Cold

You read about Guilherme. She is from Brazil. Most of her family still lives in Brazil, but Guilherme and her mother live in Canada now.

Guilherme is from a hot country. It doesn't even snow in Brazil! Guilherme found living in Canada to be quite different from living in Brazil.



Guilherme found out how cold it can get in the winter in Canada. She and her mother had to wear sweaters and even coats in their house! They couldn't get warm.

Discuss how insulation keeps buildings and homes warm in winter and cool in summer.

An *insulator* is a material that keeps heat from passing through it. Warm places lose their heat if they are not insulated.

Go over each insulator in the house and explain how it works. Windows with two panes of glass have a sandwich of air that prevents heat loss. Curtains, carpets, and wall and attic insulation trap air. The trapped air is an insulating layer. A draft stopper at the bottom of a door keeps cold air from entering a room. Putting insulation around a hot-water tank keeps the heat from escaping.

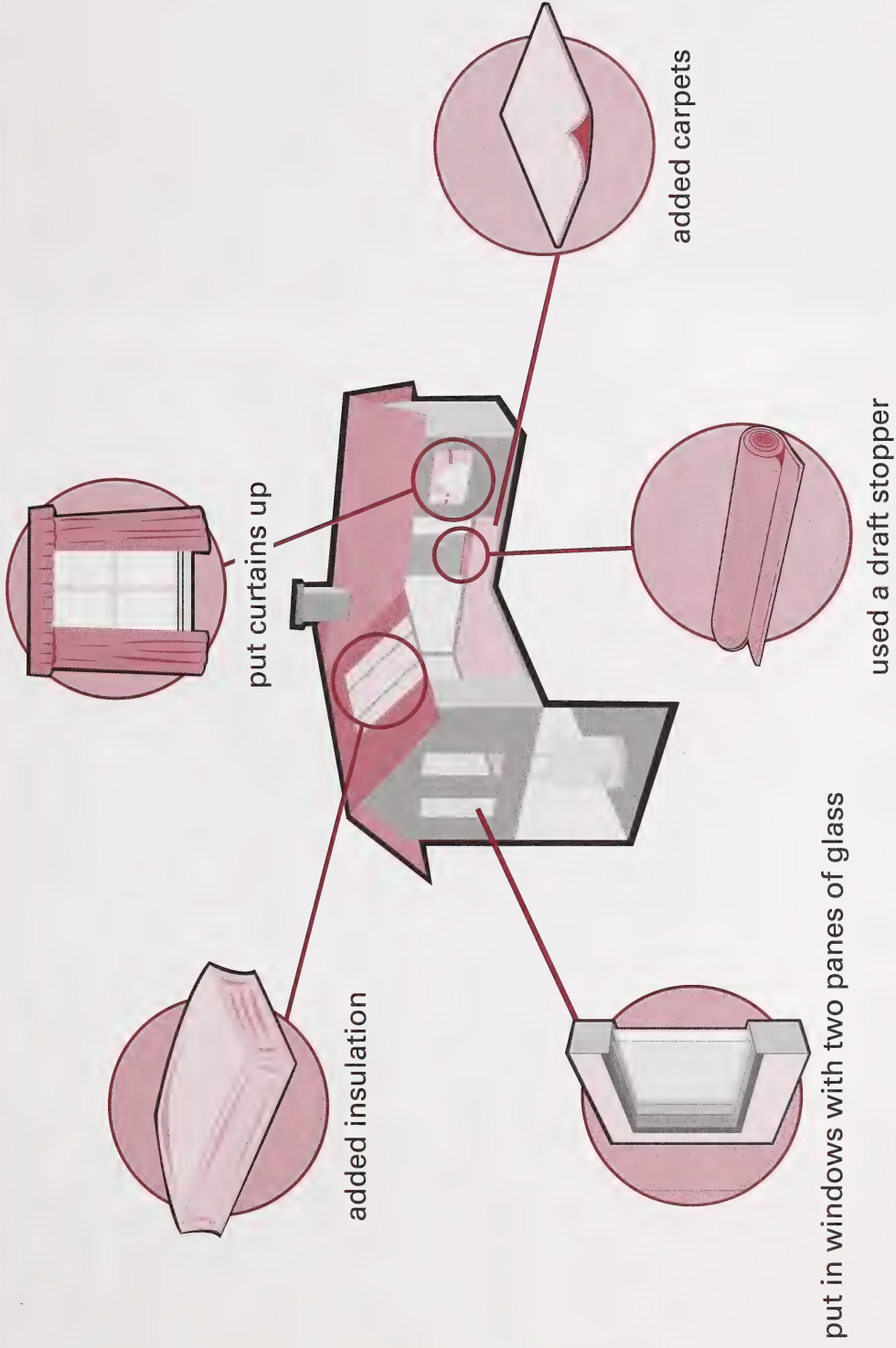


Guilherme's mother asked a house builder to check their house to find out why it was always so cold inside.

The builder found that Guilherme's house was poorly **insulated**. An **insulator** is something that does not let heat pass through easily.

Because Guilherme's house was poorly insulated, heat was leaving the house all the time.

Look at the following illustration to see what the builder did to make Guilherme's house warmer.



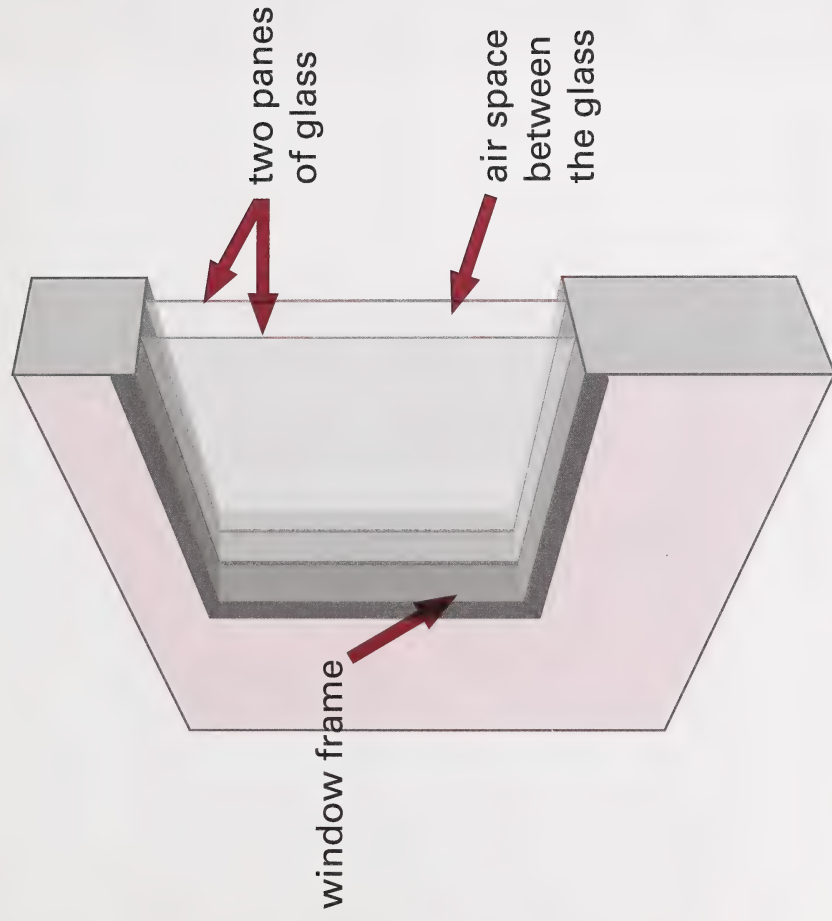
The builder added insulation to the walls and roof. The insulation keeps heat from leaving the house. She also put in windows with two panes of glass and installed carpeting throughout the house. These insulators keep the heat from escaping, too. The builder told Guilherme's mother to put curtains on all the windows and to put a draft stopper at the bottom of the front door, so cold air wouldn't get in.

The following are some of the materials that are used in houses and buildings as insulation:

- Styrofoam
- sawdust or wood shavings
- cork
- plastics
- felt
- fiberglass
- foam

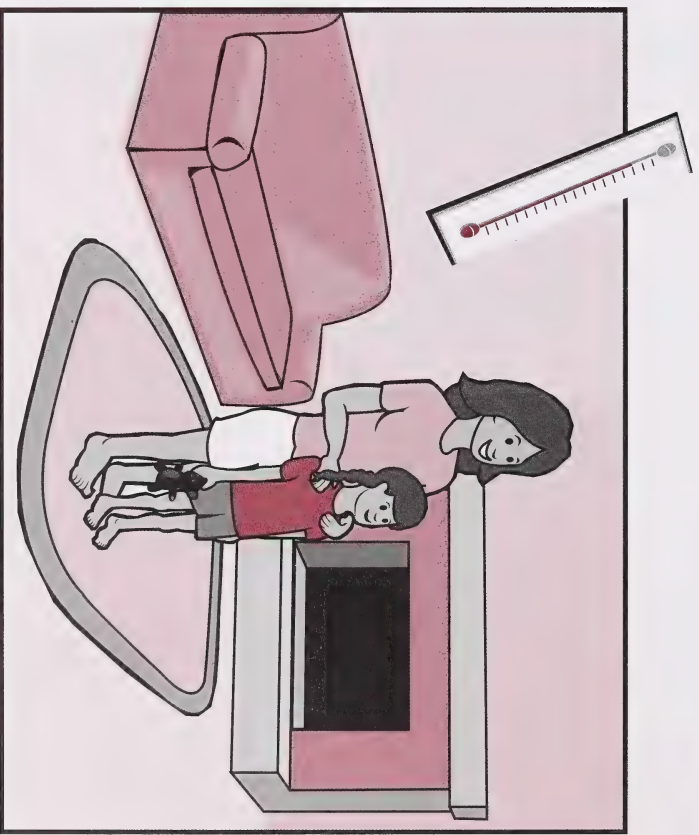
Wool, plastic, air, and organic materials (hay and grass) are good insulators because they trap air.

Another good insulator is air. When air is trapped between layers, it acts as insulation.



Windows with two panes of glass use the air trapped inside the two sheets of glass to keep heat inside.

Guilherme and her mother were now very warm in their home.



Keeping Things Cold

What is the definition of **insulation**?

Insulation is something that keeps heat from passing through it.

Imagine that it's -20°C outside. Would you rather tie a sheet of paper or a woollen scarf around your neck if you had to go outside?



Find out which of the four insulators you wrapped around the jars worked best to keep the heat **out**.

Which one do you think is the best insulator?

Which one do you think is the poorest insulator?

Discuss how some materials might be better insulators than others. Wool would probably be much warmer than paper.

Ensure the ice cubes have been in the jars for at least 45 minutes. On the lines have the student predict which ones are the best and poorest insulators. Have the student make observations about the relative size of the ice cubes, illustrate their size in the jars, and record the insulator used. Explain that the control jar is the one that didn't have an insulator.

Remove the lids from the jars. Look at the ice cubes. Record your observations by drawing what you see in the following jars. Under each jar print the insulator used.



control jar

Discuss the effectiveness of each of the insulators.

Which material was the best insulator?

Which was the poorest insulator?

Were your predictions correct? Circle  **Yes** or  **No**.

Rank the order of the insulators from best to poorest using the numbers 1 to 5, with 1 being the best.

fabric	<input type="text"/>	newspaper	<input type="text"/>
waxed paper	<input type="text"/>	foil	<input type="text"/>
control jar	<input type="text"/>		

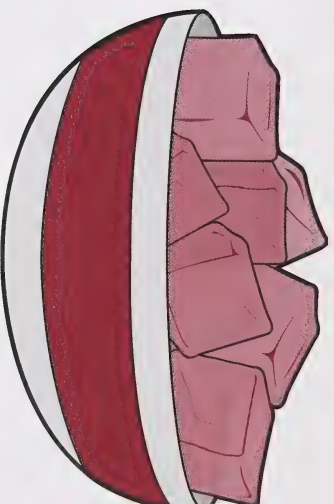
Have the student rank the effectiveness of each insulator according to how much ice was left in each jar.

The foil should have worked best, followed by the three others, and the control jar (with no insulator) last.

Have the student print the answers on the lines.

The jelly could be wrapped in foil because it is a good insulator and keeps the heat out.

Set up the second experiment using the same insulators. Discard the ice cubes, dry the containers, and add hot tap water to each one. Ensure each container has the same amount of water. Measure and record the temperature of one (they will all be the same at this time). Set them aside for 30 minutes.



Imagine you were going on a picnic. Someone asked you to bring a bowl of jelly and to make sure it is kept cool.

What would you wrap it in? _____

Why? _____

Try another experiment to see which insulator is best at keeping the heat **in**.

After your home instructor pours hot water into the containers, record the temperature of the water on the line. Then put the lids on the containers.

Temperature of the water _____ °C

Insulation can keep things hot, and it can keep things cold. Think of some uses insulation has in real life.



Discuss some applications of insulation in real-life situations. Insulation that keeps things cold includes refrigerators, coolers, and thermoses. Insulation that keeps things hot or warm includes clothing, Styrofoam cups, buildings, houses, thermoses, lunch kits, and sleeping bags. Explain that clothing and sleeping bags have a layer of air between the body and the material that keeps a person warm. The fabric (wool, synthetic blends, down, and so on) keeps the trapped warm-air layer from escaping.

After the student has completed Day 13: Assignment 4, finish the experiment with the hot water. Have the student predict which are the best and poorest insulators and record his or her predictions on the lines. Have the student take off the lid of each jar and measure the temperature of the water. Then record the temperature in the jars and name the insulator used on the lines. Have the student measure the temperature of the water in the control jar, and then each of the other four jars.



Complete Day 13: Assignment 4 in your Assignment Booklet.

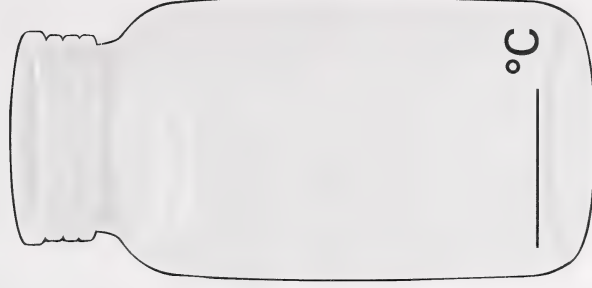
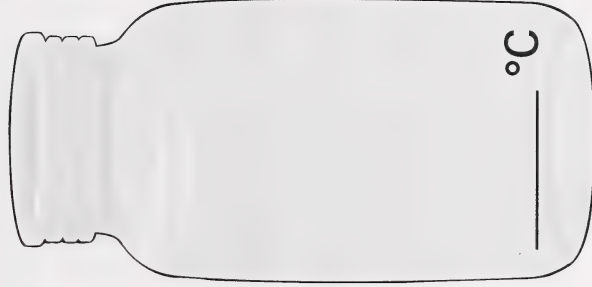
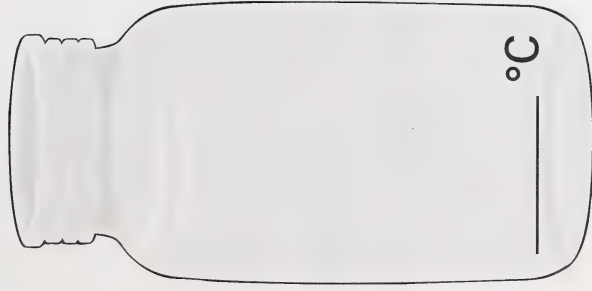
Keeping Things Hot

Find out which of the four insulators you wrapped around the jars worked best to keep the heat **in**.

Which one do you think is the best insulator?

Which one do you think is the poorest insulator?

Remove the lids from the jars. Measure the temperature of the water and record the temperatures in the jars. Under each jar print the insulator used.



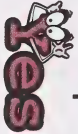

control jar _____

Discuss the effectiveness of each of the insulators.

Which material was the best insulator?

Which was the poorest insulator?

Were your predictions correct?

Circle  or .

Rank the order of the insulators from best to poorest using the numbers 1 to 5, with 1 being the best.

fabric

newspaper

waxed paper

foil

control jar

Have the student rank their effectiveness.

The foil should have worked best, followed by the three others, and the control jar (with no insulator) last.



You are going to the same picnic as before.
 Someone asked you to bring baked potatoes, too.
 What can you do to make sure they stay hot? What
 would you put them in? _____

Why? _____

Do you have ideas of your own about how to keep
 things hot or cold? Circle **Yes** or **No**. What are
 they?

Have the student print the
 answers on the lines.

Foil should be used because it
 is a good insulator and keeps
 the heat in.

Spend a few minutes discussing
 ideas the student may have
 about keeping things hot or
 cold and how they would work.



Did You Know?

If you get cold outdoors, stuff a layer of leaves inside your coat. It will keep you warmer.



Looking Back

Did you enjoy singing and moving to the song “Just Like Me”? Why or why not?

Were you surprised by anything you learned today?

What was it?

What is the definition of **insulation**?

What did you learn about insulation and how it keeps things hot or cold?

Insulation is something that keeps heat from passing through it.

Turn to Assignment Booklet 3B and complete the Day 13: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

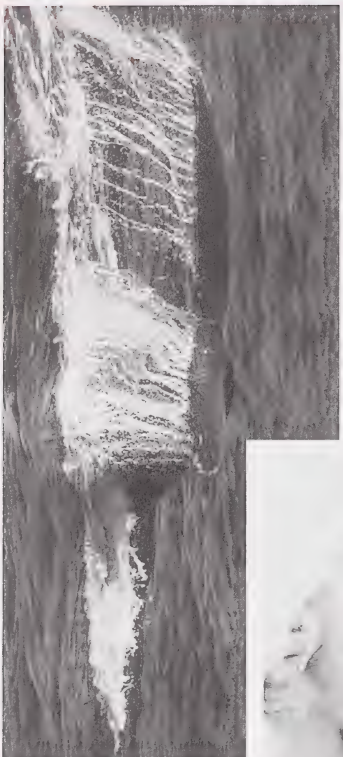
Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read “Just Call.”
- Read the figurative and literal meanings of some of the phrases you thought of today. Show your drawings.
- Tell everything you know about insulation.

Day 14: How Animals Keep Warm

Some parts of Canada can get very cold in the winter for animals, too. Do you ever wonder how animals keep warm in the winter?

You will find out how today.

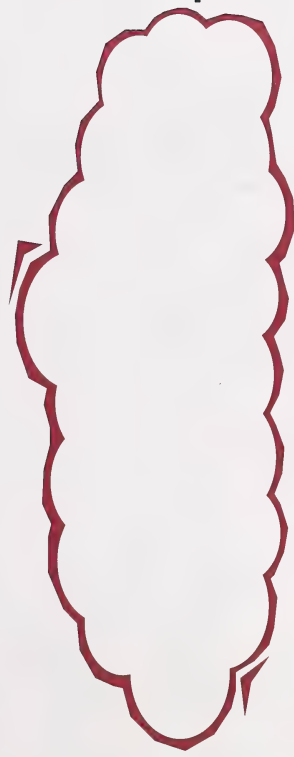


Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with your calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

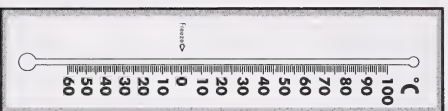
What is the weather forecast for today?

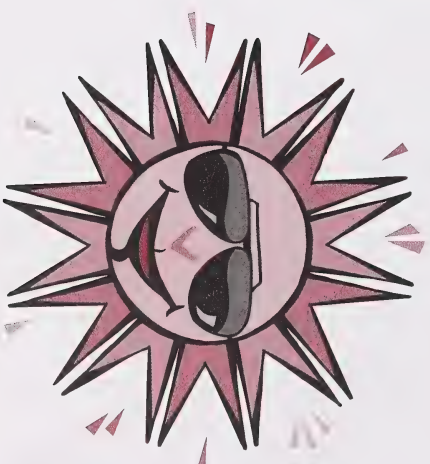
Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.





Is today's temperature higher than, lower than, or the same as the temperature on Day 13?

Have the student check the temperature from Day 13 and record the answers on the lines.

How many degrees higher or lower is the temperature today than on Day 13? _____



Work on Module 3: Day 14.

A Canadian Alphabet Booklet

You are going to add three more pages to your *ABCs of Canada* booklet.



Take out three sheets of unlined paper.

The student will add three pages to the alphabet booklet. Brainstorm words that begin with the letters L, M, and N that have a Canadian focus. Use a map or atlas and Canadian resource materials for ideas.

Think of Canadian things that begin with the letters L, M, and N.

Print each letter on a separate page. Then print what each one stands for and draw a picture of it.



When you are done, put the pages back into your Student Folder.

Tricks Dogs Do



Have you ever seen a dog in real life or in movies that does tricks?

Circle  **Yes** or  **No**.

What kind of tricks did it do?

Discuss tricks dogs do. Talk about how dogs learn tricks. Sometimes they are taught how to do them and other times they seem to learn them on their own. Visit a website by using a search engine, such as yahooligans.com and the search words *dog tricks*. You might have the student draw a dog doing a trick and write about the trick under the picture.

Reading



Take out the book *Keep in Touch*.

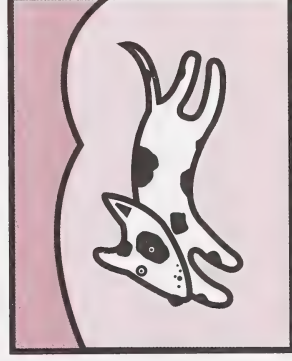
Turn to the Contents page.

Find “Rodeo Pup.” Turn to the story.

Who is the author of “Rodeo Pup?”

Who is the illustrator?

“Rodeo Pup” is a story about a smart dog and his **adventures**. Look at the illustrations in the story.



Have the student print the answers to the questions on the lines. Point out that **Lisa Rotenberg** is the author and illustrator.

Have the student look through the illustrations and orally predict what kind of adventures the dog will have. An *adventure* is an experience that is exciting because it's unusual, difficult, or dangerous. Have the student look up the word *adventure* in a dictionary.

Have the student answer the questions orally.

Read page 9 aloud to the student as he or she follows along. Ask how Rodeo Pup might change this day into an adventure. Then read the rest of the story, pausing after each page to discuss the illustrations and what the student thinks will happen. Have the student paraphrase, or describe in his or her own words, how each part of the text relates to the illustration on the page. At the end of the story, have the student summarize the whole story.

What kind of adventures do you think Rodeo Pup has?

Follow along as your home instructor reads the story to you.

Why did Rodeo Pup escape from his backyard?

What started all the trouble?

Do you know what fishnet tights are?

Why did Rodeo Pup roll over on his back?

In the story there are many ways to communicate. What does **communicate** mean?

To communicate means to share ideas. There are many ways people share ideas or communicate.

What are some ways of communicating mentioned in the story?

What gave Rodeo Pup the idea of flossing his teeth?

Is Rodeo Pup a smart dog? Why or why not?

Could this story really happen? Why?



The Small Print

Did you notice the tiny printing at the top of each illustration in the story “Rodeo Pup”?

Circle **Yes** or **No**. Were you able to read it?

Some ways of communicating mentioned in the story are sending e-mail, searching the Internet, reading a newspaper, mailing a letter, and using body language (rolling over).

He found a long piece of string behind the couch.

Have the student read the comments at the top of each illustration and discuss how they tie in with that part of the story.

The following are the comments at the top of each illustration:

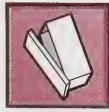
- You know, dogs are very intelligent animals.
- A dog's crate, big or small, is his castle.
- Some dogs will chew on anything, even if it's not good for them.
- Tell your dog when he is bad. He'll know better next time.
- Walking your dog on a leash will show him who's the boss.
- You know, dogs need to take care of their teeth like we do.
- Seeing our dog's picture in the paper was a dream come true.
- Rodeo Pup loves cards and letters, but e-mail is his favourite.



Read the story to yourself.

Lisa Rotenberg wrote an entire book called *Rodeo Pup*. If you can, borrow it from your local library and read it. While you're at the library, visit the website in the story on a library computer. Or visit the website on your own computer, if you have one.

Journal Time



Take out your journal. Turn to the Reading Response section.

Write about your favourite part of the selection and your favourite illustration. Write about your own dog or a friend's dog. Draw your dog, your friend's dog, or any other dog in Lisa Rotenberg's style of drawing.

Remember to print the day's date at the top of the page.



Discuss the ideas listed. The student may use these ideas or think of his or her own. Talk about Lisa Rotenberg's unique style of drawing. Encourage the student to try to draw a dog in his or her journal imitating Rotenberg's style.

New Words

These words are from the story “Rodeo Pup.” Read them to your home instructor.

teacher

father

children

picture

such

smart(er)

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.



Use the new words to complete these sentences.

1. Rodeo Pup is _____ a
_____ dog.
2. My _____ and my mother are my
parents.
3. My _____ took a _____
of Rodeo Pup to show the children.

On the lines print the answers to the following.

This word means more than one child.

You can draw this, or you can take it. It's a

_____.

The answers are such, smart;
father; teacher, and picture.



The answers are children;
picture.

The answers are **smart**, **much**,
tea, **teach**, **each**, **he**, and **her**.

The opposite of stupid is _____.

Take the letter **s** out of **such** and add a letter to make
a word that means **a lot**. _____

What are five little words in **teacher**?



Take out five white index cards.

Print the five new words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Write to Rodeo Pup!



Take out the book *Keep in Touch*.



Turn to page 14 in your reader. Read the page aloud.

How can you get in touch with Rodeo Pup? What is Rodeo Pup's favourite type of **fan mail**?

Many children write to Rodeo Pup. You can write to him, too!

After the student reads page 14, talk about the ways to get in touch with Rodeo Pup: e-mail and regular mail. Note the small print in the illustration (*Rodeo Pup loves cards and letters, but e-mail is his favourite*). Discuss the term *fan mail* as any mail received from a person who admires either a particular person or thing. It includes e-mail and regular mail. Discuss the kinds of things a fan could include in a message to Rodeo Pup. Note that fans often ask questions to find out things they want to know.

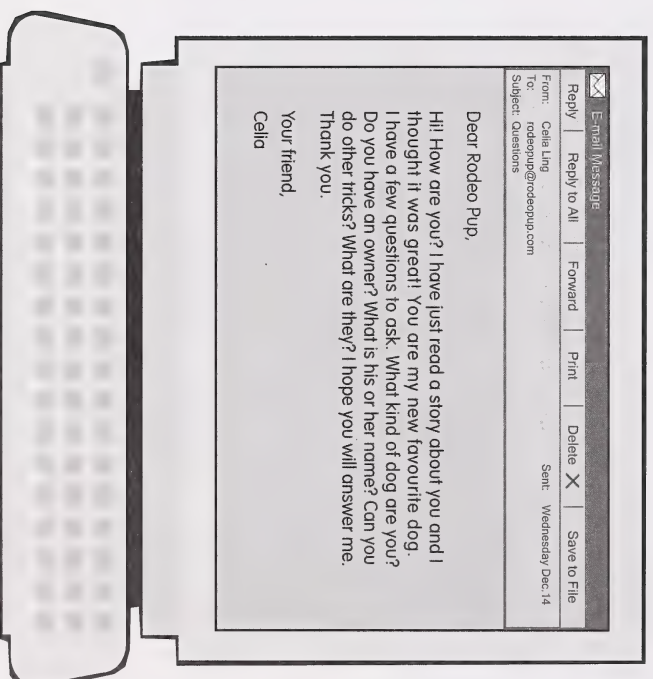
Refer to the Home Instructor's Guide for more information about this activity and an example of the basic format to use.

Think of questions you would like to ask Rodeo Pup.



Take out a sheet of lined paper if you are writing a letter.

Write your letter or message to Rodeo Pup. Then send your letter or your e-mail.



Send your e-mail through “Fetch” in Rodeo Pup’s website.

Rodeo Pup has asked that you use e-mail to write to him. If you can’t, send your letter to the following address:

Rodeo Pup
370 Brookdale Avenue,
Toronto, Ontario
M5M 1R2



Enrichment (optional)

If you have time, you may want to do an extra activity.



You may submit the story to the teacher on Day 18.



Refer to the Home Instructor’s Guide for information about this activity.

Refer to the Home Instructor's Guide for information about this activity.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Then tape them on the Word Wall.

Break for lunch.



Silent Reading

Enjoy your reading time!



Fun with Phonics

Read aloud these words from the story "Rodeo Pup."

matching	fishnet	Dino-Chew	fetch
backyard	teeth	them	where
			write

Find the consonant digraphs in each word and circle the letters with a black crayon.

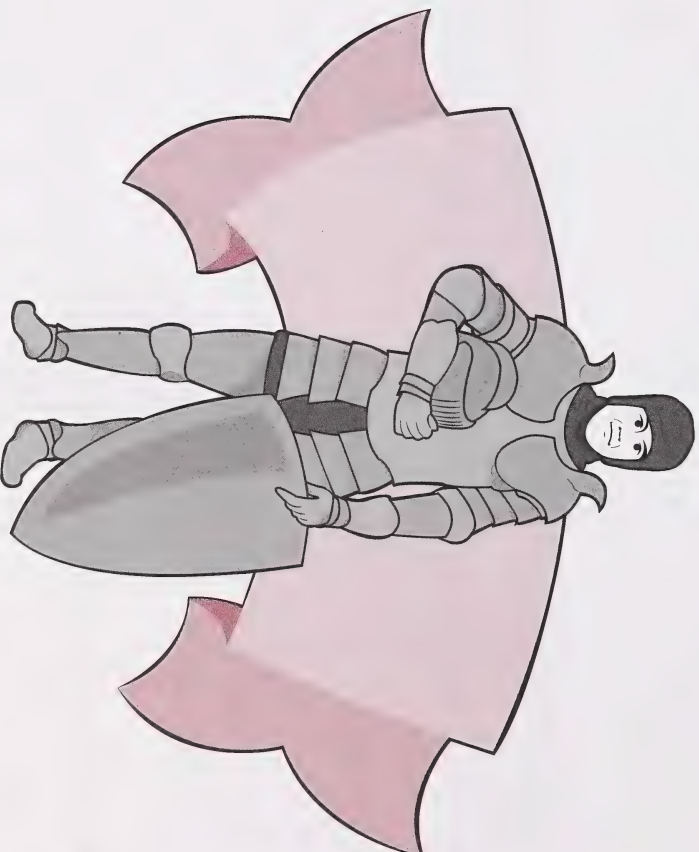
Remember, consonant digraphs are two consonants that stand for one sound.

Say the sound that the consonant digraph stands for in each word.

The consonant digraphs are
matching, fishnet, Dino-Chew,
fetch, backyard, teeth, them,
where, and write.

Discuss everything the student knows about knights and how it would feel wearing armour. Note the consonant digraph in knight.

Look at this picture of a knight. What do you know about knights? What do you think it would be like to wear a suit of armour?



Underline the consonant digraph in knight. What sound do the two consonants stand for?

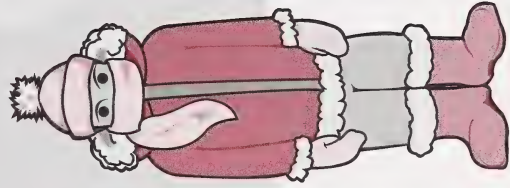
Now you will be reviewing consonant digraphs **sh**, **th**, **wh**, **ch**, **ck**, **kn**, and **wr** in the phonics book.



Do pages 123 and 124.

How Animals Stay Warm

What do you do when you have to go outside on a cold day in the winter?



Refer to the Home Instructor's Guide for information about this activity.

Introduce the topic of how animals are insulated against the cold. Read a book or view a video that describes how animals survive the cold. Discuss how the student prepares for a cold day (puts on warm clothing).

How do you think animals keep warm in the cold?



Have you ever wondered why penguins who live on the ice in Antarctica don't freeze?

How does a polar bear stay warm in the cold of northern Canada?

Look up Antarctica in the atlas.

Read the questions and discuss how these animals might stay warm.

How do bees stay alive during the winter?

How does a cow keep warm?

How do small birds like sparrows, chickadees, and nuthatches survive the winter?

How do horses keep warm?

If you have books about animals, look through them now to find out how animals stay warm in the winter.



Allow the student to look through the books you have borrowed from the library for examples of how animals are insulated from the cold.

Read the following information as the student follows along. Discuss how each animal is insulated from the cold.



In cold weather animals try to keep as much heat inside their bodies as they can. Just as houses need materials to keep the heat in and the cold out, so do animals. Read on to find out how animals are insulated.

Some animals, like the arctic fox, have two coats. The layer of air between the two coats traps the heat and keeps the animal warm.

Many animals, like horses and rabbits, grow a thick coat of fur for the winter. They begin growing this coat when the days get shorter and colder in the fall. They shed it in the summer.



Birds have feathers to keep them warm. The feathers you see on a bird lie on top of a coat of small, soft feathers called **down**. The air between the layers keeps it warm. When it's really cold, birds fluff up their feathers to trap more air.

Penguins are birds that have heavy feathers, **plus** a layer of fat. Penguins need a lot of insulation to stay warm. They live in the coldest part of the world!

Another thing penguins do to stay warm is huddle together. When you see a picture of penguins in the Antarctic, they're usually standing together in groups to share each other's body heat.



Bees crowd closer together during the cold as well. They bunch together on top of their honeycombs and move fast to keep each other warm.

Some animals, like polar bears and arctic foxes, have fur on the bottom of their feet. This lets them walk on the snow and ice without getting cold.





Animals like whales and seals live most of their lives in cold water. Fur can't keep them warm when they get wet. Like penguins, seals and whales have a layer of fat in their bodies that protects them from the cold water. This fat is called **blubber**. It keeps heat inside an animal's body. They also have extra-thick skin.

Some animals have fur and a layer of fat. Polar bears, because they spend a lot of time in cold water, have a heavy fur coat and a layer of fat in their bodies.

Baby animals, including human babies, are born with an extra layer of fat. The fat is used in making body heat.



Sheep have wool to keep them warm. People make clothing out of wool to keep themselves warm.

Cows have hair and fat to keep them warm. They also have thick skin called **hide**. People sometimes wear leather made from animals' hides to keep warm.



The following are some of the ways that animals are insulated from the cold:

- thick fur coat for the winter
- two fur coats: The layer of air between the two coats keeps the animals warm.
- layers of feathers: The air between the layers keeps the heat in.

Review the ways animals are insulated from the cold.

- fur on the bottom of the feet
- a layer of fat, or blubber
- extra thick skin
- fur and a layer of fat
- feathers and a layer of fat
- wool
- thick skin called hide



Have the student compare the list of animal insulators to human insulators; for example, fat and blubber, skin and hide, fur and hair.

Look again at the list of ways that animals are insulated. What do human beings have that are similar to what animals have to keep warm?

Compare the clothing the two children are wearing.

Look at this illustration of two children.



Liam _____ Joshua _____

Put a (✓) beside the child you think will be warmer in cold weather.

Discuss why Liam will be warmer. He has more insulating material and layering of clothing.

Why did you check that one?

Just as animals keep warm with layers of fat or blubber, thick skin or hide, fur, or feathers, people keep warm by wearing layers of clothing. Humans need to protect themselves from the cold with clothing because they don't have the thick layers of fat or skin, or fur, or feathers to keep warm like animals do.

Liam will be warmer in the cold than Joshua because he is wearing layers of clothing: long-sleeved underwear, a warm woollen sweater, and a warm parka. He is also wearing ski pants, wool socks, and heavy winter boots.

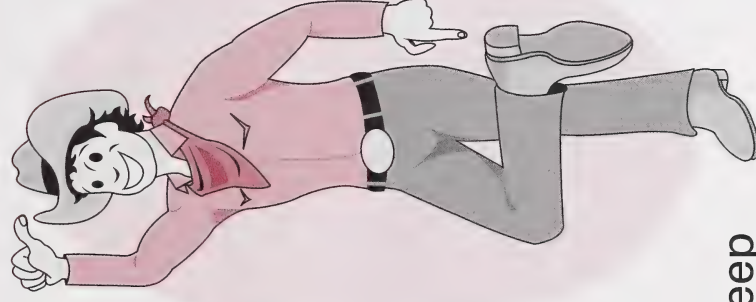
Joshua is only wearing a cotton shirt and an unlined jacket. And he is wearing gloves, not mittens. Why are mittens warmer than gloves?

Liam will also be much warmer than Joshua because he is wearing a hat. Have you heard the expression "Put a hat on to keep your feet warm"?

How can a hat on your head keep your feet warm?

What do you think would happen to someone who went out in the cold with no protective clothing?

Just as animals need insulation to keep warm, so do people. Without insulation, animals and people could not live.



Explain that heat loss occurs at the extremities, and most of it from the head. If the head is warm, the rest of the body will be warmer. Other ways of preventing heat loss are layers of clothing that trap air warmed by the body, so it does not escape. For example, loose boots (instead of tight boots) allow air to circulate, and a hood around the face traps warm air as a person exhales.

Discuss what would happen if humans didn't protect themselves from the cold. Frostbite, hypothermia (the body loses too much heat), and death could result from being too cold.



Complete Day 14: Assignment 5 in your Assignment Booklet.

Looking Back

What did you learn about dogs today?

Did you find it easy or difficult to write the letter or e-mail to Rodeo Pup? Why?

What was your favourite activity? Why?

What did you learn about animals keeping warm?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 3B and complete the Day 14: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read "Rodeo Pup."
- Show any drawings you made.
- Talk about how animals are insulated from the cold.



Day 15: Communicating in New Ways

You will learn a new way of communicating through writing. It may seem like a mystery at first, but you will soon get the hang of it.

There are many Chinese people living in Canada. Today you will learn to read a few Chinese words!

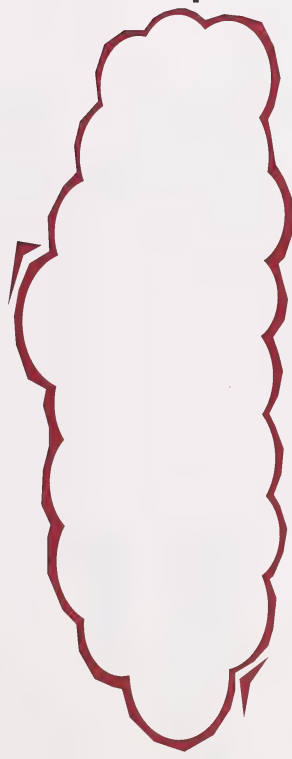


Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with your calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.





Is today's temperature higher than, lower than, or the same as the temperature on Day 14?

Have the student check the temperature from Day 14 and record the answers on the lines.

How many degrees higher or lower is the temperature today than on Day 14? _____



Work on **Module 3: Day 15**.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Write about an interesting event from the last few days, or write about your thoughts and feelings on anything you like.

Assist the student with selecting a topic if needed.

Play the song “Just Like Me” on CD #1 of *Music and Movement in the Classroom*. Lead your student in performing various movements as you did on Day 13. Then play the song a second time and have the student lead the performance.

Music and Movement



You're going to sing and move to the song “Just Like Me.”



Refer to the Home Instructor's Guide for information about the following movement activities.

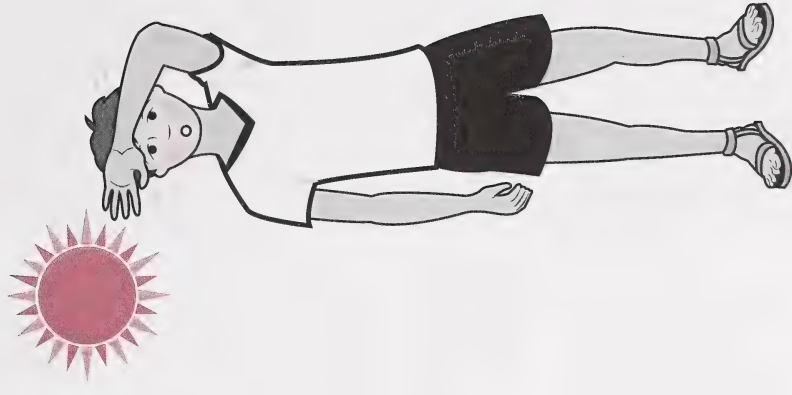
You have learned a lot about surviving in a cold Canadian winter.

Now you are going to move to show how you can warm up when you feel cold and cool off when you feel hot.

1. Show how you feel when it is cold. What can you do to warm up when you're cold?



2. How do you feel on a hot summer day? Show how you feel when it is very hot. What can you do to cool off when you're hot?



A Canadian Alphabet Booklet

You are going to add three more pages to your *ABCs of Canada* booklet.



Take out 3 sheets of unlined paper.

Think of Canadian things that begin with the letters O, P, and Q.

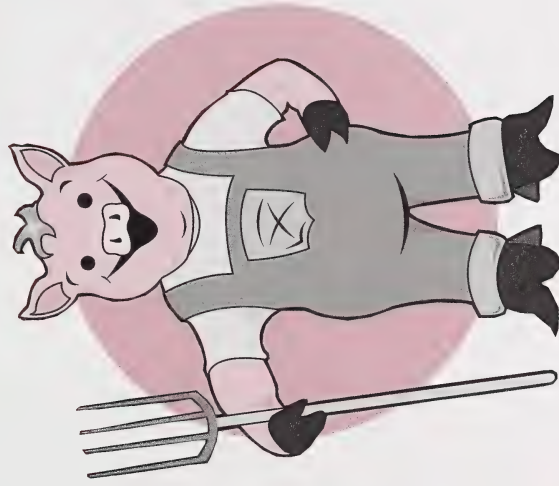
Print each letter on a separate page. Then write what each one stands for and draw a picture of it.



When you are done, put the pages back into your Student Folder.

The student will add three pages to the alphabet booklet. Brainstorm words that begin with the letters O, P, and Q that have a Canadian focus. (There are several places in Canada that begin with the letter Q—Quebec, Queen Charlotte Islands, and so on). Use a map or atlas and Canadian resource materials for ideas.

Animals Behaving Like People





Think of stories where animals act and think like people. How are the animals like people?

Display a collection of books and stories where animals act and think like people. If you don't have any books, talk about stories the student knows; for example, *The Three Little Pigs*, *Little Red Riding Hood*, *The Three Billy Goats Gruff*, and so on.

Symbols

Read this **rebus** passage aloud.

I have a little  whose name is Whiskers.

She likes to drink  and eat  . My



, Ralph, isn't too fond of Whiskers. He

likes to



Whiskers around the



Explain that a *rebus* writing uses a picture to stand for a word. Have the student read the passage aloud, reading the words represented by the pictures. The words are cat, milk, fish, dog, chase, and house.

Talk about how words are sometimes represented symbolically—road signs, rebus writing, Braille, Chinese writing, sign language for the deaf, and flag symbols. Discuss how words can be represented in different ways. Show examples if you can.

The following website about Braille for children is maintained by the American Foundation for the Blind. It is called the *Braille Bug Site*.

<http://www.afb.org/braillebug/default.asp>

Were you able to read the passage by yourself?

Circle  **Yes** or  **No**.

Sometimes symbols or pictures are used to stand for words. Think of other places where this happens.

Reading



Take out the book *Keep in Touch*.

Turn to the Contents page.

Find "The Mouse Bride." Turn to the story.

Who is the author of "The Mouse Bride"?

Who is the illustrator?

Do you notice anything different about the text on page 15? Circle **Yes** or **No**. What is it?

太陽

Have the student print the answers to the questions on the lines.

The author is Amy Quan. The illustrator is Bernadette Lau.

雲

Talk about the symbols on the page. Read the first part of the page to the student. Have the student clap when you come to the words represented by the symbols.

Study the drawings and Chinese characters and the words they represent. Tell the student that this page is a reading key.

Point out to the student that each character is a different colour and matches the ones on page 16. Have the student note that the characters used in the text have matching words listed down the side of the page for a handy reference.

For introduction and understanding, read the story aloud to the student. He or she follows along, joining in with the words written in Chinese characters. Reread the story if necessary.

Read below the bamboo divider on page 15 to find out more about the symbols.

Turn to page 16.

母

Look at the Chinese characters, or picture words.

Read the words aloud that the characters stand for.

Read the bottom of page 16 aloud.

Turn to page 17.

風

Listen and follow along as your home instructor reads the story aloud.

Now you read the story aloud. Remember to read the words the Chinese characters stand for.

What is the problem in the story?

Name in order the characters the mouse family visited.

Why do you think the parents thought the sun was the greatest?

What did you expect to see in the hole?

What do you think the parents expected to see?

How did the parents and their daughter feel about their discovery?

雲

洞

Have the student answer the questions orally.

The problem is that the mother and father don't know where to find the best husband for their daughter.

They visited the sun, cloud, wind, mountain, hole, and mouse.

There Is One Greater Than I



Take out a sheet of unlined paper.

On your paper draw each of the characters in the order the parents meet them in the story. In a speech balloon, print why the next character is greater, just like you see in the following example.



Have the student draw each of the characters in order of appearance (sun, cloud, wind, mountain, hole, and mouse), and print the explanation each gives for who is greater in a speech balloon. Have the student draw, as well as he or she can, the Chinese character beside each one in the same colour as in the text.

Refer to the Home Instructor's Guide for more information about this activity.

The student might like to visit the following website to learn about the Chinese alphabet or use a search engine such as [yahoo!igans.com](http://www.yahoo!igans.com) and the key words *Chinese characters*.

<http://www.ocrat.com/>

Beside each character draw the Chinese character in the same colour as in the text that stands for that word.



You will send your drawings of the characters to your teacher on Day 18.

New Words

These words are from the story "The Mouse Bride." Read them to your home instructor.

answer

love

world

mountain

beautiful

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look – say – cover and see – write – check** way of learning to spell with these new words.

Use the new words to complete the following sentences.

1. Mount Everest is the tallest _____ in the _____.
2. The _____ daughter had been in _____ with that very mouse.
3. Do you have an _____ to the question?

The answers are mountain, world; beautiful, love; and answer.

The words are answer, world, ugly, glove, and fountain.

On the lines print the answers to the following.

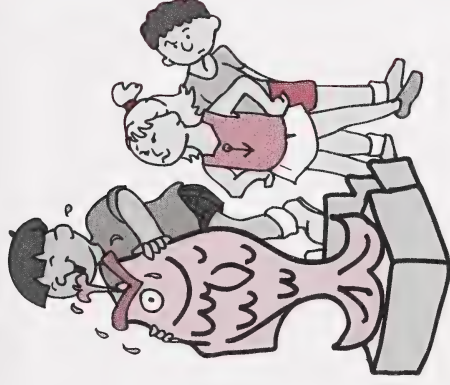
Unscramble these letters—**r e n w a s**—to make one of your new words. _____

You live here. _____

The opposite of **beautiful** is _____.

Add one letter to the beginning of **love** to mean something you put on your hand.

Change the first letter in **mountain** to mean something you drink out of.





Take out five white index cards.

Print the five new words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Break for lunch.



If there are any other words from the story “The Mouse Bride” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Silent Reading

Enjoy your reading time!

Refer to the Home Instructor’s Guide for information about this activity.



Fun with Phonics

What is a consonant digraph?

Print three words with consonant digraphs on the lines. Circle the consonant digraph in each word.

Read the following sentences aloud. Underline each word that has a consonant digraph. Circle the word with an **le** ending.

There lived three **princes**. **Swish!** The third prince shot the arrow. Back came a dainty duchess. Back came a little frog.

Have the student print the answers on the lines. A *consonant digraph* is two consonants that stand for one sound.

Check the words for consonant digraphs.

The words with consonant digraphs are **there**, **three**, **swish**, **the**, **third**, **shot**, **the**, **back**, **duchess**, and **back**. Little ends in an "le."

The words with consonant digraphs are know, wheel, wrestle, knees, duck, dish, church, thimble, shine, and wrap. The words with “le” endings are eagle, wrestle, wiggle, giggle, and thimble.

Check for spelling, punctuation, and meaning.

Refer to the Home Instructor’s Guide for information about this activity.

Read each of the following words aloud. Underline each word that has a consonant digraph, and circle the words with **le** endings.

know	eagle	wheel	wrestle	wiggle
giggle	knees	duck	dish	church
thimble	shine	wrap		

Write a sentence using two of the words.



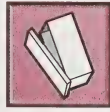
Go back to pages 111 and 112 and work on them now.

Make the fold-out book on pages 113 and 114. Read the story aloud.

Make Your Writing Flow

Read the two sentences in the box aloud.

The mother and father went to the sun.
They said, "O sun, you are the great one."



Take out the book *Keep in Touch*.

Turn to page 17. Read aloud the first sentence.

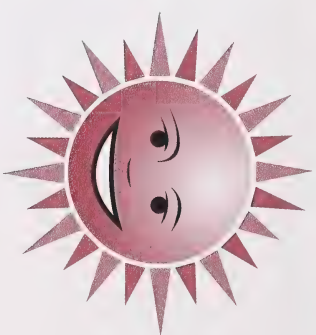
How is the sentence in the story different from the two sentences in the box?



The ideas from the two sentences have been made into one sentence using *and*, and dropping the word *they*.

Discuss how both ways make sense, but by joining the two sentences, the writing “flows.” Discuss how this often makes for better writing.

The sentences can be joined by using *and* and leaving out the second *The cloud*. The cloud chuckled and answered, “I am not the greatest one.”

The mother and father went to the sun **and** said, “O sun, you are the great one.”



The two ideas are joined by **and**. Do you think the longer sentence sounds better? Circle  **Yes** or  **No**. Why?

Read these two sentences. How would you join them?

The cloud chuckled.
The cloud answered, “I am not the greatest one.”

Print the new, longer sentence on the lines.

Join these two sentences.

So the mother and father went
down to the bottom of the
mountain.

They peeked inside the hole.



Print the new, longer sentence on the lines.

Read this sentence.

The sun said, "I am great, **but** the cloud can cover
me so that I cannot shine."

What are the two ideas in it?

The new sentence is **So** the mother and father went down to the bottom of the mountain and peeked inside the hole.

Another way of joining two ideas into one longer sentence is by using the conjunction *but*.

Following are the two ideas in the sentence: I am great. A cloud can cover me so that I cannot shine. Explain that using *but* compares or shows the difference between two ideas—the sun isn't so great.

How would you join these two sentences?

The mother and father thought their daughter should have the very best husband.

They didn't know where to find him.

Print the new, longer sentence on the lines.

The new sentence is The mother and father thought their daughter should have the very best husband, but they didn't know where to find him.

Join these two sentences.

The mother and father asked the wind to help.



The wind was not the greatest one.

Print the new, longer sentence on the lines.



Complete Day 15: Assignment 6 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Make Your Own Rebus Story

The story “The Mouse Bride” uses symbols to stand for words. You, too, can make a story like that.

The new sentence is **The mother and father asked the wind to help, but the wind was not the greatest one.**

When using conjunctions in writing, the student may at first overuse them and write run-on sentences. This will change. Work with the student on his or her writing to show that overuse is ineffective.

Refer to the Home Instructor’s Guide for information about this activity.

Discuss how the student can make a rebus story. Suggest he or she retell a familiar story with recurring characters or objects, like “The Gingerbread Man.” Go over the suggestions in the box and follow them to start the rebus story with the student. The student can finish the story on his or her own.



Take out a sheet of lined paper.

When you write your story, use pictures to stand for words. Look at the rebus passage from this morning to get an idea of how it's done.

Follow these suggestions to help you with your writing:

- Write a story or choose one to retell.
- Choose words you could make pictures of.
- Choose words that are repeated often.
- Draw simple pictures for each of these words.
- Make a key page with the words and pictures.
- Put these pictures in every time the words appear in the story.
- Read the story to see how it looks and sounds.

After you write your story, make a title page for it.



You will send your story to the teacher on Day 9.

Looking Back

During Music and Movements, you did all sorts of movements. What did you enjoy most? What did you enjoy least? Explain why you feel that way.

What physical activities are you good at doing?

What skills are you just learning?



Refer to the Home Instructor's Guide for information about this activity. Ensure that the student's name and M3D15 is on the back of the page.

Turn to Assignment Booklet 3B and complete the Day 15: Learning Log. Have the student include his or her comments.

Why is it important to be physically active?

What would happen to your body if you were not active?

How do you feel when you do physical activity?

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you might read “The Mouse Bride” or your rebus story.

Show the drawings and Chinese characters you made.

Day 16: Remembering Faraway Friends

You may have friends who live far away from you. There are several ways of remembering them.

You will do fun things today that show you how.



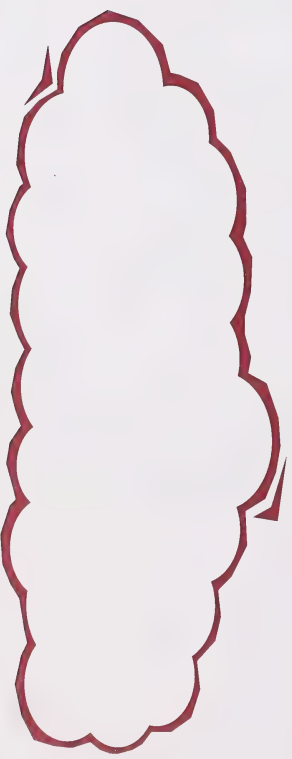
Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with the calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.



What is the weather forecast for today?

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Have the student check the temperature from Day 15 and record the answers on the lines.

Is today's temperature higher than, lower than, or the same as the temperature on Day 15?

How many degrees higher or lower is the temperature today than on Day 15? _____



Work on Module 3: Day 16.

A Canadian Alphabet Booklet

You are going to add three more pages to your *ABCs of Canada* booklet.



Take out three sheets of unlined paper.

The student will add three pages to the alphabet booklet. Brainstorm words that begin with the letters R, S, and T that have a Canadian focus. Use a map or atlas and Canadian resource materials for ideas.

Think of Canadian things that begin with the letters R, S, and T.

Print each letter on a separate page. Then print what each one stands for and draw a picture of it.



When you are done, put the pages back into your Student Folder.

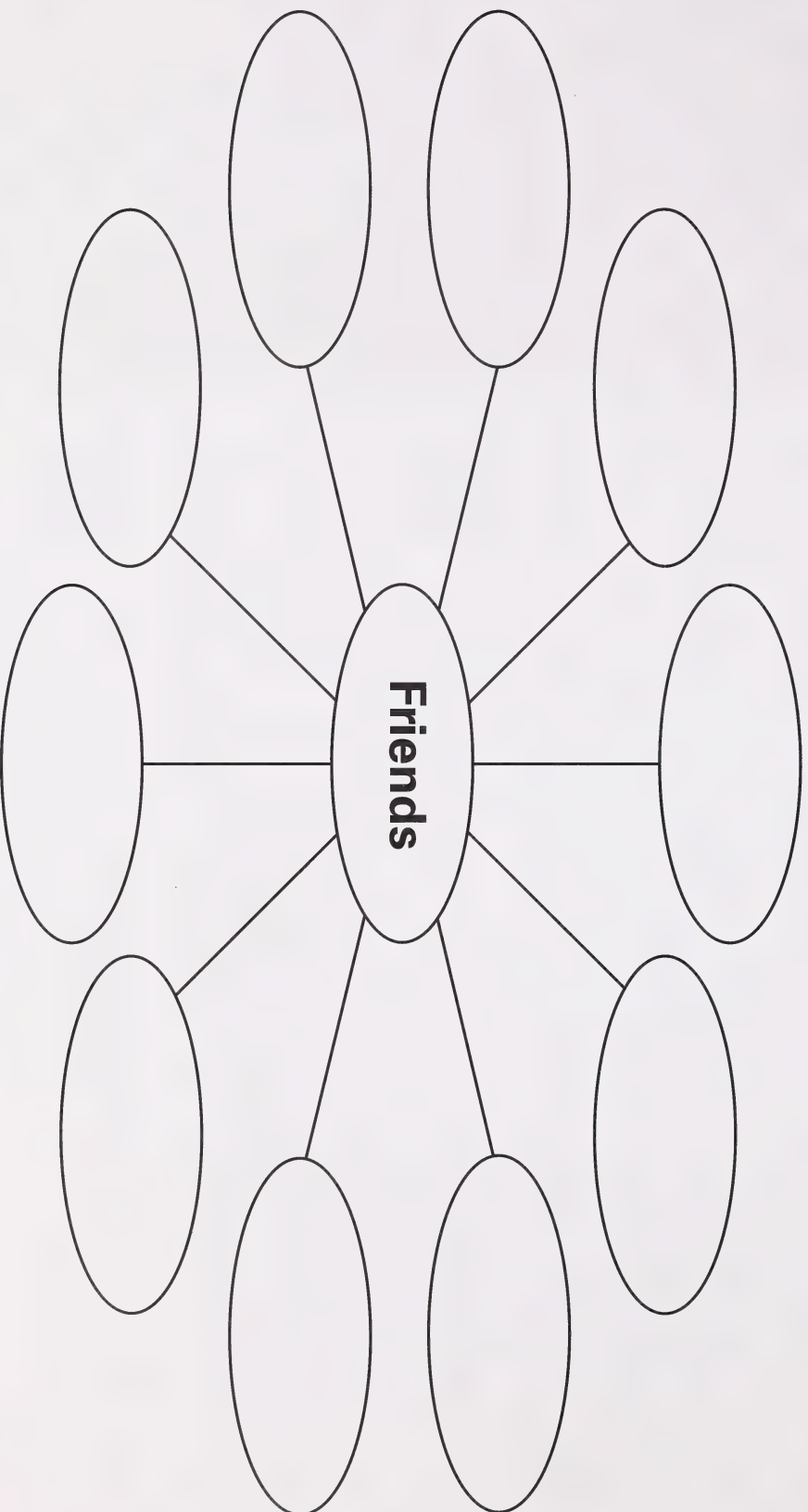
Friends Forever

Do you have friends that live in other places in Canada? Circle **Yes** or **No**. Do any of them live outside Canada? Circle **Yes** or **No**.

How do you remember your friends? How do you keep in touch?

Brainstorm ways to remember and keep in touch with friends. Assist the student to record this information in the web. Discuss how each of the ways helps the student remember or keep in touch with friends. The student might want to share some related personal experiences. Examples of some ways to keep in touch include cards, autograph album, photos, postcards, phone, e-mail, video pictures, faxes, journals, presents, letters, and visits.

Print in the web the ways to remember and keep in touch with friends.



Reading



Take out the book *Keep in Touch*.

Turn to the Contents page. Find “May I Have Your Autograph, Please?”

Turn to the selection.

Who is the author of “May I Have Your Autograph, Please?”

Who is the photographer?

Have the student print the answers to the questions on the lines. Point out that instead of illustrations, there are photographs in this selection. A photographer took the pictures.

The author is **Arden Innes**.

The photographer is **Gilbert Duclos**.

An *autograph* is a person's signature often accompanied by a message written as a souvenir. Have the student look through the pictures in the selection to confirm what he or she suggested and to gather information about an autograph album.

Read pages 22 and 23 aloud. Then discuss what an *autograph album* is and talk about the suggestion in the text. After the student reads page 22 aloud, have him or her print the answer on the lines.

An *autograph album* is a book where your friends write notes to you and sign their names.

Do you know what an **autograph** is?

Circle  **Yes** or  **No**. What is it?

Look at the photos in the selection.

Listen and follow along as your home instructor reads pages 22 and 23.

Read page 22 aloud.

Print the definition of an **autograph album** found in the text.

An autograph album is _____

Read page 23 aloud.

How can you make your own autograph album?

Read Neva's note aloud. Predict what you think you will find on the next few pages.

Read the rest of "May I Have Your Autograph, Please?" aloud.

Which of the entries in Neva's autograph album do you like the best?

What should you put on the first page of an autograph album? Why?

Why do you think someone wrote upside down?

What does the puzzle at the top of page 26 say? How did you figure it out?

Have the student answer the questions orally. Discuss the text's instructions for making an autograph album.

After the student reads Neva's note, ask what the following pages might show. The student should predict they will show the pages from Neva's album.

Have the student read the rest of the pages, including the captions and all the entries. Help the student as needed.

Talk about the student's favourite entries.

The puzzle reads as follows:

Too wise you are
Too wise you be
I see you are
Too wise for me.



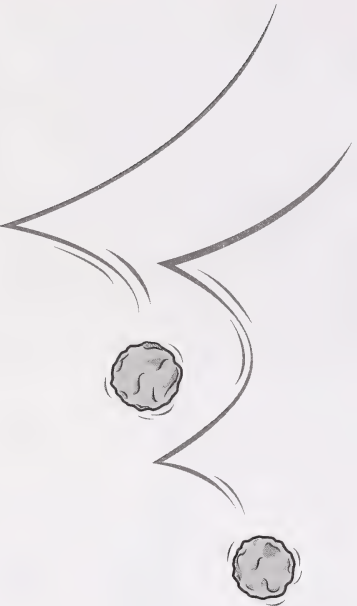
Why would someone want to have an autograph album?

Look on page 27. Which of the ways to end a note do you like best? Why?

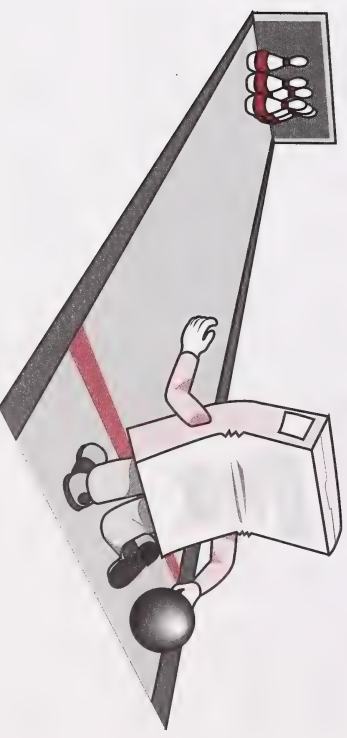
Read “May I Have Your Autograph, Please?” to yourself.

Illustrate Literal Meanings

Illustrate the **literal** meanings of the notes on page 27. That means draw what the words really say. Two of them have been done for you.



Yours till the meatballs bounce



Yours till cereal bowls

Yours till the butterflies

Yours till the tree barks

These notes make funny endings for autographs because these things can't really happen.

Other examples are kitchen sinks, headlights, sunflowers, dragonflies, bedspreads, wallpapers, and so on. List them on the board or chart paper.

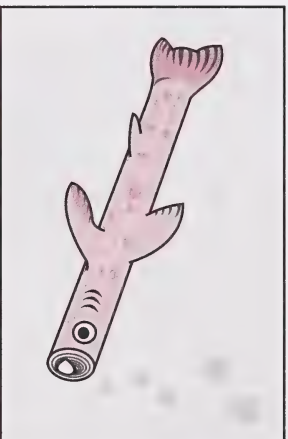
Butterfly is a *compound word* (two words joined together to make a new word). Brainstorm other compound words that bring to mind humorous images when you think of each part of the compound. List them on the board or chart paper. Some examples follow: bookworm, pigtail, horseshoe, fishstick, buttercup, football, turtleneck, tailcoat, handbag, bedrock, thumbtack, ladybug, and so on.

Can you think of others?

Do you know what kind of word butterfly is?

Circle **Yes** or **No**. What is it?

Can you think of other compound words or phrases that are funny?



fishstick



Take out a sheet of unlined paper.

Choose two of the phrases or compound words you thought of. Print the word or phrase and illustrate each one on the paper.

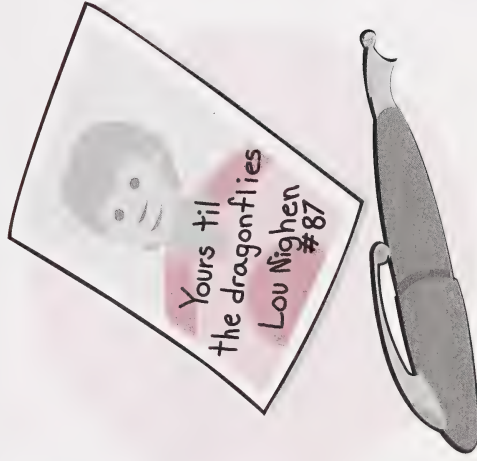


You will send your work to the teacher on Day 18.

Journal Time



Take out your journal and turn to the Reading Response section.



Have the student either print and illustrate two compound words or two phrases on a separate sheet of paper.

Refer to the Home Instructor's Guide for information about this activity.

Discuss the ideas listed. The student may use these ideas or think of his or her own.

When you read “May I Have Your Autograph, Please?”, which was your favourite rhyme? Did you like the photographs of the children? You can write about these or other things in your journal.

Remember to print today’s date at the top of the page.

Rhyming Couplets

This is what Neva wrote on her autograph album.
Read it aloud.

Here’s my book
Please write and look.

It is called a **rhyming couplet**. Can you think why?

A couple means **two**. And a couplet is two lines. A rhyming couplet is when two lines rhyme.

Discuss how the lines rhyme. A *rhyming couplet* is when two successive lines of verse rhyme.



Read this verse aloud.

I wonder if someone really knows
How the elephant got such a long nose.



Is it a rhyming couplet? Circle **yes** or **no**. Why?



Take out a sheet of lined paper.

The *Madeline* books by Ludwig Bemelmans are good examples of stories written in rhyming couplets. If possible, read one to the student.

Write words on the board or chart paper and, with the student, come up with rhyming words. Create rhyming couplets with the words.

Examples of rhyming words include *sound*, *found*, *bound*, *ground*, *around*, and *mound*.

I twirled and jumped and danced around.
But I didn't make a single sound.

Another example of rhyming words include *cream*, *dream*, *mean*, *seam*, and *rearn*.

As I slept last night, I had a dream.
I ate cake with jam and strawberries with cream.

Refer to the Home Instructor's Guide for information about this activity.

It's fun and easy to make up your own rhyming couplets. Give it a try!

Write two rhyming couplets. Draw a picture for each one.



You will send your rhyming couplets and pictures to the teacher on Day 18.



If you have a computer, or can get to one, check this website to find rhyming words.

<http://rhyme.lycos.com/>



New Words

These words are from the story "May I Have Your Autograph, Please?" Read them to your home instructor.

choose

even

idea(s)

several

sign

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look** – **say** – **cover and see** – **write** – **check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. It's fun to write in autograph albums and _____ more fun to read them.
2. Marshall made his own autograph album with _____ pieces of paper.
3. Did you _____ your name in the book?
4. _____ one of these _____.

The answers are even; several; sign; Choose, and ideas.

On the lines print the answers to the following.

This new word has four letters in it and three of them are vowels. _____



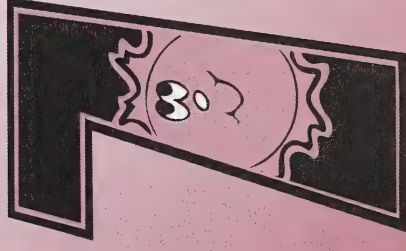
This is a STOP _____.

The opposite of **odd** is _____.

You do this when you select something.

Take the letters **ral** out of **several** and add a letter to make one of your new words that is a number.

The words are idea; sign; even; choose; and seven.





Take out five white index cards.

Print the five new words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Break for lunch.



If there are any other words from the story “May I Have Your Autograph, Please?” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor’s Guide for more information about this activity.

Silent Reading

Enjoy your reading time!



Spelling

It's time for your spelling test.



Go to the Spelling Test for Day 16 in your Assignment Booklet.

Words I Use Often

Look at the two words on the coloured index cards.
Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

Read these words from "May I Have Your Autograph, Please?"

bark charm back take

Refer to the Home Instructor's Guide for information about the spelling test.

Refer to the Home Instructor's Guide for information about this activity.

You hear the same vowel sounds in *bark* and *charm*. Ask if the student hears the same vowel sound for “a” in the words *back* or *take*. Circle the “ar” in **bark** and **charm** and tell the student that the “r” after the vowel gives it a different sound from the usual short or long vowel sound.

Examples of rhyming words include the following: *shark* (park, lark, bark, mark, and dark); *yard* (shard, lard, hard, card, and guard); and *far* (car, star, jar, bar, and tar).

Dictate the following sentences as the student prints them.

1. Is a shark smart?
2. My friend Charlie lives on a farm.
3. Did you park the car far from here?

Check the spelling, punctuation, and circled words afterward with the student. The “ar” words are *shark*, *smart*, *Charlie*, *farm*, *park*, *car*, and *far*.

In which two words do you hear the same vowel sound?

Say rhyming words for each of these **ar** words: **shark**, **yard**, and **far**.



Print the sentences on the lines as your home instructor says them. Circle the **ar** words with a green crayon.

1. _____

2. _____

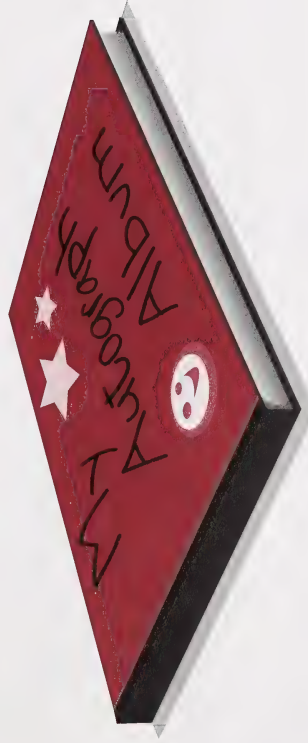
3. _____

Now you will be working with **ar** words in your phonics book.



Do pages 125 and 126.

Make Your Own Autograph Album



Take out the book *Keep in Touch*.

Turn to the story "May I Have Your Autograph, Please?"

Refer to the Home Instructor's Guide for more information about this activity.

The student can make the autograph album now, or later with one or more friends as a group project. Tell the student or the group to use Neva's idea on page 23 as an invitation to others to sign the album, or to create their own. When they finish, they can sign each other's albums. Remind the student, or group, to do their best writing and drawing in a friend's album.

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you!

You saw Neva's autograph album and read the entries in it this morning. Now you can make your own autograph album. Simply follow the instructions on page 23.



Take out a sheet of construction paper and some unlined paper.



Take out coloured markers and stickers.

Show your autograph album to your friends or other family members. Help them make one, too.

When you sign a friend's autograph album, you can use one of the rhymes or ideas from the story "May I Have Your Autograph, Please?" or you can make up your own.

Remember to do your best writing and drawing when you sign a friend's autograph album.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

Did you enjoy making rhyming couplets? Why or why not?

Do you find it easy or difficult to make rhymes? Why?

Did you like learning how to make an autograph book? Why?

Do you understand what to do when instructions are given for projects or activities?

What do you do if you don't understand directions?

Refer to the Home Instructor's Guide for information about this activity.

The flight of a
kite,
Is an amazing
sight!

Turn to Assignment Booklet 3B and complete the Day 16: Learning Log. Have the student include his or her comments.



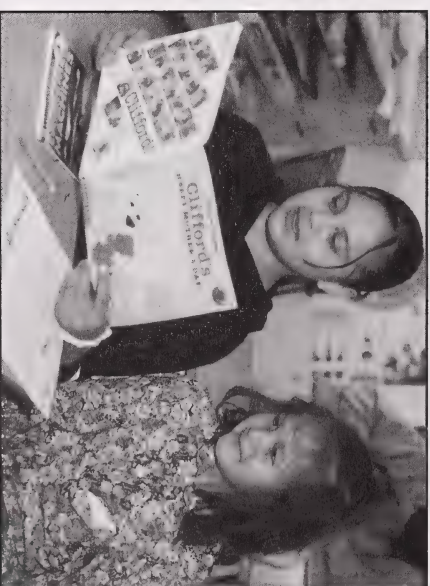
Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read “May I Have Your Autograph, Please?”
- Show the drawings you made of the compound words.
- Read your rhyming couplets.
- Ask your friends and family members to sign your autograph book.



Day 17: Secret Messages

You're going to send secret messages today. What does the message on this page say?

You can decode the message on this page, after you read the selection "Messages in Code."

And you can send your messages anywhere in Canada, once you know the postal code.

Figure this one out!

**H V X I V G
N V H H Z T V H**



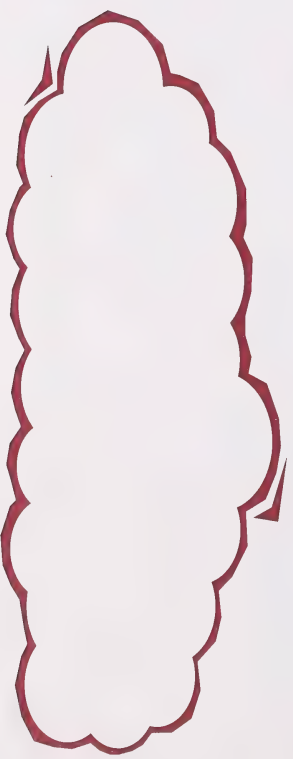
Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on with the calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

What is the weather forecast for today?

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Have the student check the temperature from Day 16 and record the answers on the lines.

Is today's temperature higher than, lower than, or the same as the temperature on Day 16?

How many degrees higher or lower is the temperature today than on Day 16? _____



Work on Module 3: Day 17.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Write about an interesting event from the last few days, or write about your thoughts and feelings on anything you like.

Music and Movement



Can you move like an animal?

Circle **Yes** or **No**.

Be the animal your home instructor calls out.

The student will take on the identity of various animals and interpret their movements. Encourage the student to move as expressively as possible. Tell the student to do the following:

1. Scamper like a puppy. Uh-oh, you have a sore paw. How do you move now? What sound do you make?
2. Slither like a snake making hissing sounds.
3. Wiggle like a worm.
4. Drag yourself like a seal coming out of the water and move on the ice.
5. Now be a crab coming out of the water and travelling along the sand.
6. Leap like a frog trying to catch a fly.
7. Jump like a kangaroo.
8. Spring like a cat pouncing on a mouse.
9. Kick like a wild horse. What sound do you make?
10. Glide like a butterfly, flapping your wings and landing on a flower.
11. Stretch like a cat waking from a nap.

Reintroduce the CD *JELIX D'ENFANTS* to the student. Remind him or her that the title is French for “children’s games,” and that all the music on the CD was written by composers with children in mind. Today the student will listen to the “Dolly Suite” by French composer Gabriel Fauré. With the student, find France in an atlas. Review the definition of a *composer* (someone who writes music).

Explain that a *suite* is a set of things belonging together. In music, a *suite* is a set of musical pieces arranged to be played as one instrumental work.

Discuss the music with the student. Is the tempo fast or slow? Is the music soft or loud? The tempo is slow and the music is soft. Allow the student to listen to the rest of the suite at lunchtime or another suitable time.



You will be listening to Fauré’s “Dolly Suite.”

Gabriel Fauré, a French **composer**, wrote the “Dolly Suite” over one hundred years ago. Fauré wrote this music as a birthday present for a little girl named Dolly.

There are six pieces, or sections, of music in the “Dolly Suite.” You will listen to the first piece called “Berceuse” today. It is like a lullaby—soft and gentle.

Find a nice, comfortable spot to listen. Play Fauré’s “Dolly Suite.” Relax and enjoy the music.

Did you enjoy the music? Circle **Yes** or **No**.
What did you like or dislike about it? How did the music make you feel?

Do you remember how to read notes?

Circle **Yes** or **No**.



This is a quarter note.  When you come to a quarter note in the following musical notation, clap your hands.



This is a quarter rest.  When you come to a quarter rest, count but don't clap.



Review musical notation. When people want to read or play music, they read notes.

With the student, clap and count “1, 2, 3, 4” throughout the length of the music. Remind the student that you are counting to four because the notation says to— that’s why the 4 is there. When the student claps to the music, ensure he or she is keeping time. The quarter notes and quarter rests take the same length of time to play or rest.

Go slowly the first time, and then pick up the tempo when you repeat the exercise. Explain that *tempo* means the speed (fast or slow).

Have the student select a rhythm instrument to perform the examples while you clap the beat. If you do not have rhythm instruments, use two spoons, a pencil and a can, or any other objects the student can hit or shake.

Explain that a *time signature* is always on the left side of the musical notation. Beat can be grouped in 2s or 3s or 4s. The time signature tells you how to count the beat. Before reading the music, have the student clap and count "1, 2, 3" over and over several times. Lead the student in clapping three times and then resting three times.

Have the student play this music to a percussion instrument.

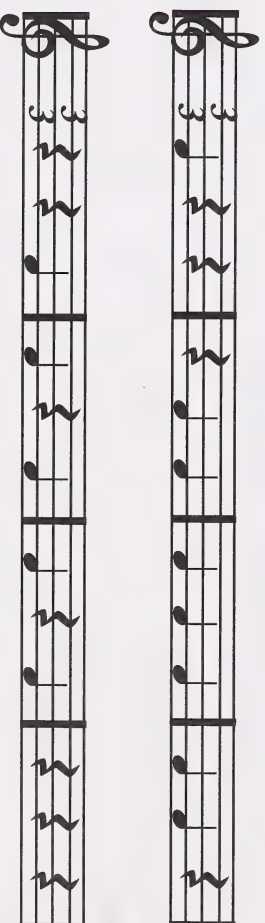


Clap to the music. Do it slowly at first. When you do it a second time, pick up the **tempo**.

Choose a rhythm instrument.

Perform the music with an instrument.

Read the **time signature** on this next musical notation. It tells you the beat is grouped in 3s. This time when you count and clap, count to 3.



Clap the music. When you can do it well, play the music on your instrument.

A Canadian Alphabet Booklet

You are going to add three more pages to your *ABCs of Canada* booklet.



Take out three sheets of unlined paper.

Think of Canadian things that begin with the letters U, V, and W.

Print each letter on a separate page. Then print what each one stands for and draw a picture of it.



When you are done, put the pages back into your Student Folder.

The student will add three pages to the alphabet booklet. Brainstorm words that begin with the letters U, V, and W that have a Canadian focus. Use a map or atlas and Canadian resource materials for ideas.

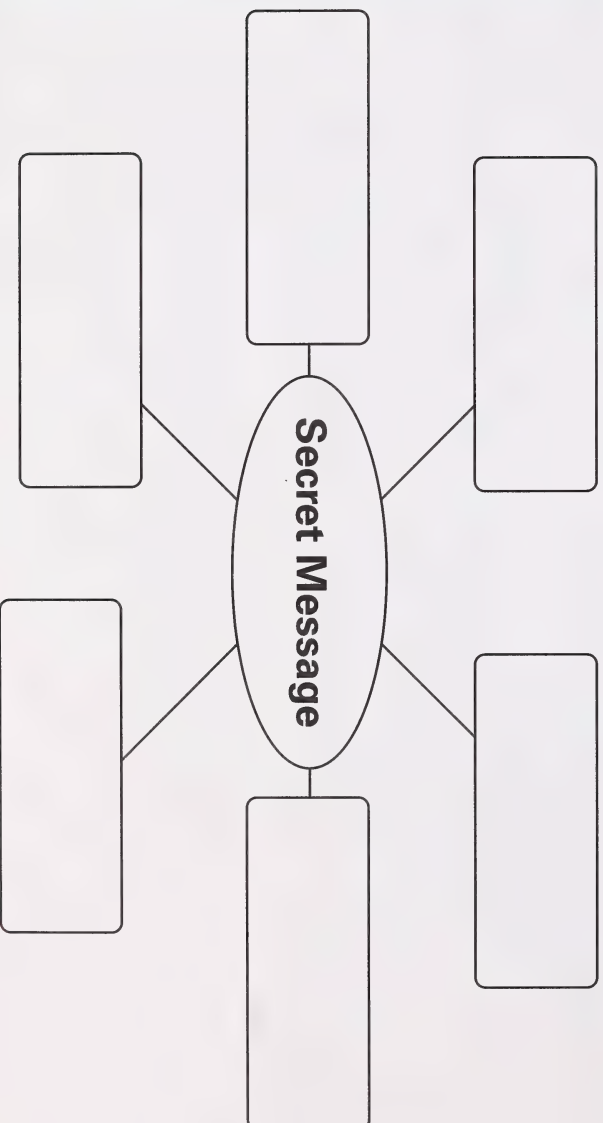
Brainstorm ways secret messages are sent. Ideas may come from movies, TV shows, books, or from the student's imaginative play. Record the ways on the web. Some ways include writing with invisible ink, mirror writing, spelling the words backwards, leaving out vowels, using numbers for letters in a word, hiding the message between other letters, using pictures for letters or words, and using letters in a different order.

Secret Codes

Have you ever played detective and made up secret codes? Circle **Yes** or **No**. You will today!



Think of some secret ways you could send a message.



Reading

What do you know about **codes**?



Take out the book *Keep in Touch*.

Turn to the Contents page.

Find “Messages in Code.” Turn to the selection.

Who is the author of “Messages in Code”?

Who is the illustrator?

Look at the way the children are dressed. Why do you think they’re dressed that way?

Have the student tell you what he or she knows about codes. Discuss what they are. Codes are a set of numbers, letters, or symbols and are usually secret and kept short. Codes have two parts: making the code (encoding) and reading it to figure it out (called cracking the code or decoding). Codes need a key to decode the message. As you read watch for the places in the text that provide these.

Have the student print the answers to the questions on the lines.

The author is **Sharon Stewart**.


The illustrator is **Tina Holdcroft**.

Have the student answer orally. The children are dressed the way detectives, like Sherlock Holmes, look in old movies.



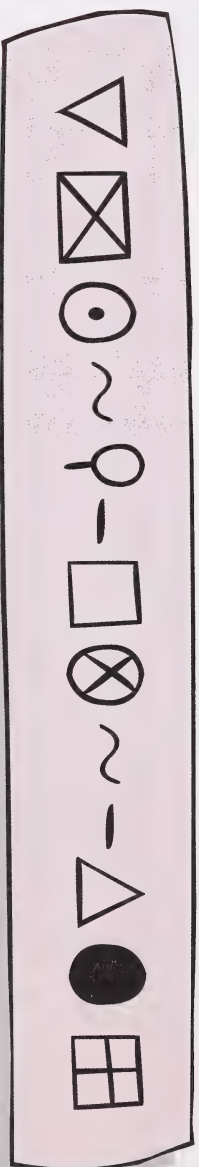
The postal code may look familiar to the student.

A *code* is a set of numbers, letters, or symbols.

Look at the different codes on page 28. Do any of them look familiar? Circle  **Yes** or  **No**.

Read page 28 to yourself.

Find the sentence that gives the definition for the word **code**. Read it aloud.



Look at the codes on pages 29 to 31. How do you think they work?

Read the pages silently.

How do the codes work?

Turn to page 32. This is a different kind of code. Do you know what it is? Circle **yes** or **no**.

Read the page to find out more about it.

Read "Messages in Code" to your home instructor.

Name the different codes you read about.

Why is it important to have a key or clues?

Why are some codes secret and others not?

Which is the most difficult code to figure out or crack? Why?

How could you find out what your postal code is?

Which code is the most interesting to you? Why?

Explain that the postal code is quicker to read than an address because it is so short. This makes it easier and faster to sort the mail.

Have the student answer the questions orally.

The different codes are number codes, letter codes, symbol codes, and number box codes.

Codes need a key to decode the message.

Secret codes are used when you don't want anyone to know what you've written.

The most difficult code is the symbol code because you need to know what letter the symbol stands for.

The student could ask his or her parents or look in the phone book where postal codes are listed.

Write a Secret Message



Take out a sheet of paper.



Have the student select one of the codes to write a message to his or her teacher.

Pick one of the codes from “Messages in Code.” Write a secret message for your teacher to decode.

Think of what you would like to say to your teacher. Using the code print your message on the paper.



You will send the secret message to the teacher on Day 18.

Now pick a different code. On another sheet of paper, write a secret message for a friend to decode.

Go back to the title page for Day 17. Can you figure out the message the boy is thinking now?

New Words

These words are from the story "Messages in Code."
Read them to your home instructor.

figure

letter

number

order

secret

The boy is thinking "secret messages."

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look – say – cover and see – write – check** way of learning to spell these new words.

Use the new words to complete the following sentences.

1. Can you _____ out the _____ code?
2. This _____ code uses the alphabet written in backwards _____.

The answers are figure, secret; letter, order; and number.

3. I can write a message using a _____
code.

On the lines print the answers to the following.

You do this when you're in a restaurant.

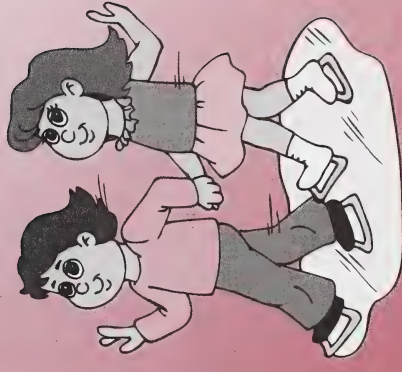
You need a stamp to send this to a friend.

Two is a _____.

This is something you can't share with anyone.

This is a kind of skating. _____

The words are order; letter;
number; secret; and figure.





Take out five white index cards.

Print the five new words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Silent Reading

Enjoy your reading!

Word Recognition Test



With your home instructor, complete the Word Recognition Test in your Assignment Booklet.

If there are any other words from the story “Messages in Code” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor’s Guide for information about this activity.

Fun with Phonics

Read these words from
"Messages in Code."

code rocks
word work



In which two words do you hear the same vowel sound? If you said **word** and **work**, you are correct. Circle the **or** in **word** and **work**.

The letter **r** made the vowel **o** sound different from the usual short and long vowel sound.

You hear the same sounds in *word* and *work*. Ask if the student hears the same vowel sound for "o" in the words as he or she hears in *code* or *rocks*. Remind the student that the letter "r" after a vowel gives it a different sound from the usual short or long vowel sound.

Examples of rhyming words include the following: *corn* (born, torn, horn, and thorn); *course* (horse and force); and *fork* (cork and pork).

Dictate the following sentences as the student prints them.

1. I wore a scarf as I rode my horse.
2. That thorn is sharp.
3. Let's play on the porch.



Check the spelling, punctuation, and circled words afterward with the student. The "or" words are wore, horse, thorn, and porch. The "ar" words are scarf and sharp.

Say rhyming words for each of the following **or** words.

corn **course** **fork**

Print the sentences on the lines as your home instructor says them. Circle the **or** words in blue and the **ar** words in pink.

1. _____

2. _____

3. _____

Now you will be working with **or** words and reviewing **ar** words in the phonics book.



Do pages 127 and 128.

Make a Thermos

Do you remember how animals keep warm?

Circle **yes** or **no**.

List some of the ways.



Refer to the Home Instructor's Guide for information about this activity.

Review how animals keep warm (extra-thick skin, double coats, blubber, thick fur coat, feathers, fur on the bottom of their feet, and wool).

Review how the student keeps warm (warm, layered clothing).

An *insulator* is something that does not let heat pass through it easily.

How do you keep warm on a cold winter day?



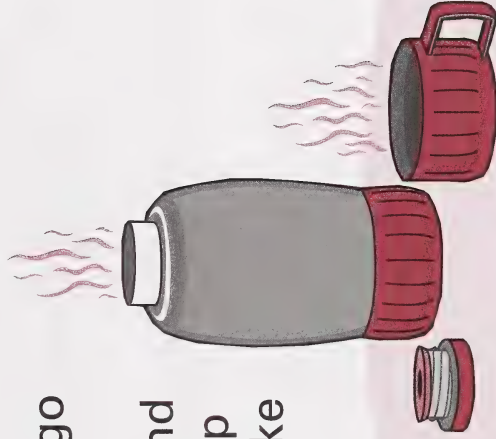
Animals and human beings use insulation to keep warm in the cold.

What is the definition of an **insulator**?

You did an experiment to find out which materials make good insulators. This material kept the ice cube from melting quickly, and it kept the water warmer than the other materials.

Which material was the best insulator?



Imagine you are invited to go skating on a pond in the country. It's cold outside, and you want something to keep you warm. You decide to take some hot chocolate with you. How are you going to keep it hot for several hours?



Review which material was the best insulator (aluminum foil).

A thermos can be used. Explain that a *thermos* keeps drinks hot. It has double glass walls, a shiny lining, and tight seals that don't allow heat to enter or escape. Because a thermos is an insulated container, it keeps drinks hot or cold.

A thermos will keep the heat in if you put a hot liquid in it. A thermos can also keep a cold drink cold by keeping the heat from coming in.

Do you think you can make an insulated container that keeps something warm? Circle  **Yes** or  **No**.

Try it. You are going to make a mini-thermos.

You will need the following:

- a large jar with a lid
- a small jar with a lid
- a small glass
- hot water
- tape
- a wide cork
- scissors
- aluminum foil

Do you think your insulated container will keep water hot for up to 30 minutes? Circle **Yes** or **No**.

Predict what you think will happen.

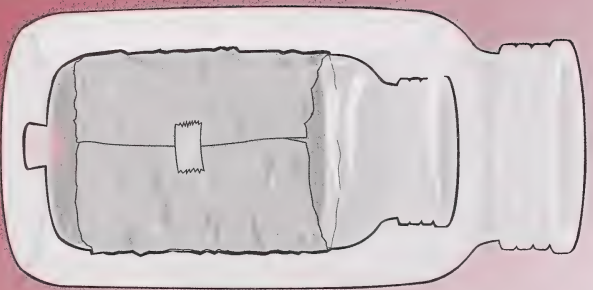
I think _____



Have the student write his or her prediction on the lines. For example, I think the insulated container will keep the water warm for 30 minutes.

Help the student with the experiment. Do not allow the student to pour the hot water. Check the upper limit of the thermometer you are using.

Do not use boiling water as it may break the thermometer. Use hot tap water.



Follow these steps to make your insulated container.

1. Wrap two layers of aluminum foil around the small jar and tape them in place.
2. Place the cork in the bottom centre of the large jar.

3. Have your home instructor pour hot water into the small jar and the small glass.

4. Measure the temperature of the hot water in the small jar and put the lid on the jar.

5. Record the temperature of the hot water.
_____°C

6. Set the small jar on the cork in the large jar. Put the lid on the large jar. You now have an insulated container.

Wait 15 minutes.



While you wait, complete Day 17: Assignment 7 in your Assignment Booklet.

Measure the temperature of the water in the glass.

Record the temperature of the water. _____°C

Measure the temperature of the water in the small jar. Record the temperature of the water. _____°C

What did you find out?

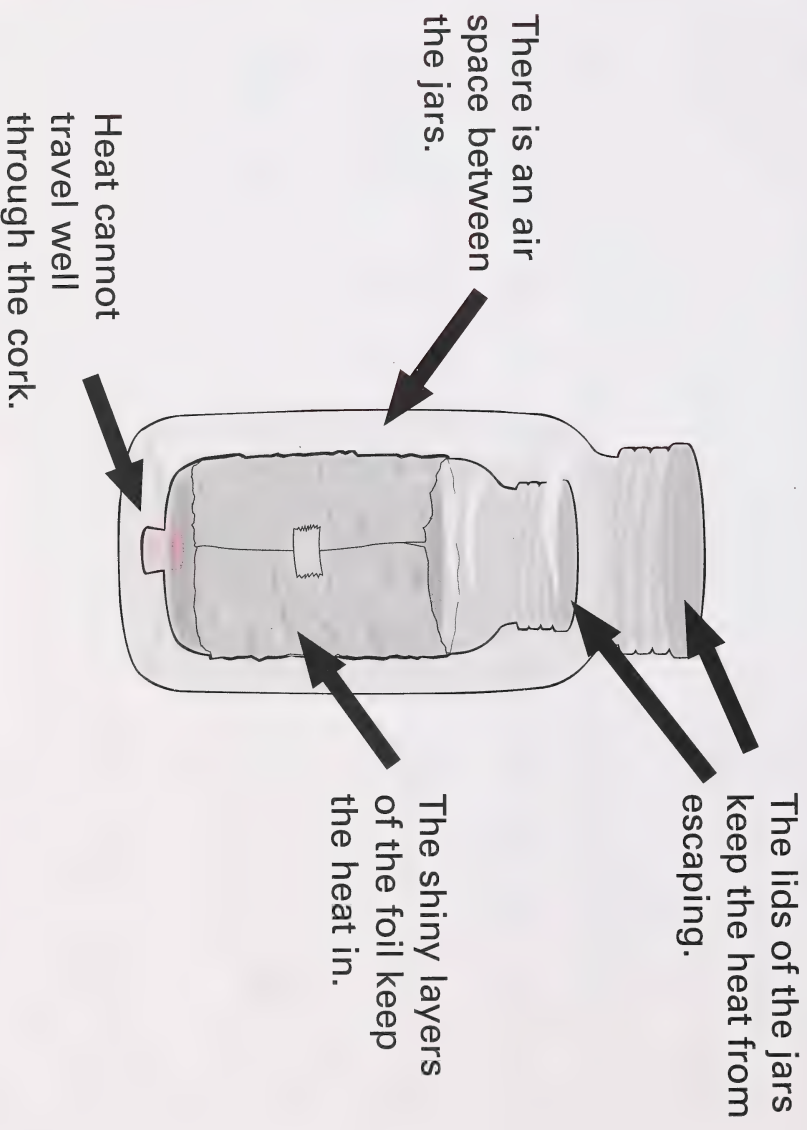
Have the student do Assignment 7 while waiting to continue the experiment. Check the time to ensure that only 15 minutes pass before the student continues with the experiment. The student may return to the assignment after the experiment is finished.

Have the student write the conclusion on the lines. For example, The water in the insulated container stayed warmer than the water in the glass.

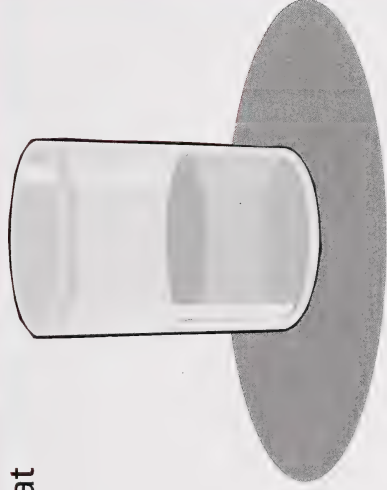
Read the diagrams together.
Explain the principles of
insulation as described.

Does your mini-thermos work?
Circle **Yes** or **No**.

Here's why it worked.



Since glass is not a good insulator, heat easily leaves it and the water cools.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

Did you like doing the experiment where you made an insulated container? Why or why not?

What did you learn from the experiment?

Refer to the Home Instructor's Guide for information about this activity.

Turn to Assignment Booklet 3B and complete the Day 17: Learning Log. Have the student include his or her comments.

Did you find decoding the messages in the story “Messages in Code” easy or difficult? Why?

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could choose one of the following:

- Read “Messages in Code” or show the messages you wrote in code. See if anyone can figure them out.
- Play Gabriel Fauré’s “Dolly Suite.” Tell what you know about the composer and the music.

Day 18: Sending Messages

You will write a secret message using invisible writing today, and you will send it to a friend. Can you guess how you might make writing invisible?

Today you will finish Module 3. Congratulations!



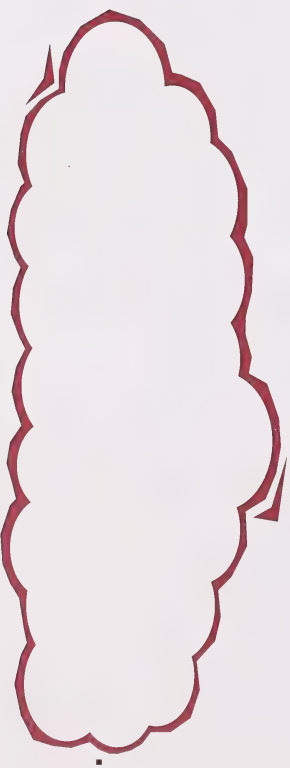
Calendar Time

Place your thermometer outside. Leave it there for ten minutes and go on to the calendar activities.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Go outside and get your thermometer. In red mark the temperature on the following thermometer. Record the temperature on the line.



Have the student check the temperature from Day 17 and record the answers on the lines.

Is today's temperature higher than, lower than, or the same as the temperature on Day 17?

How many degrees higher or lower is the temperature today than on Day 17? _____



Work on Module 3: Day 18.

A Canadian Alphabet Booklet

You are going to add three more pages to your *ABCs of Canada* booklet.



Take out three sheets of unlined paper.

The student will add three pages to the alphabet booklet. Brainstorm words that begin with the letters X, Y, and Z that have a Canadian focus. Use a map or atlas and Canadian resource materials for ideas.

Think of Canadian things that begin with the letters X, Y, and Z.

Print each letter on a separate page. Then print what each one stands for and draw a picture of it.

You have now completed your *ABCs of Canada* booklet.



Take out the rest of the alphabet pages and your cover page.

Put all the pages in alphabetical order. Put your cover page on top of the pages. Tie or staple the pages together.

How does it look?

Read through your alphabet booklet. You may want to show it to your friends and family.

X
Y
Z

Ensure all the pages are in alphabetical order. Place the cover page on top. Punch holes in the side of all the alphabet pages and tie them together with a ribbon or some string. Or staple the pages together.

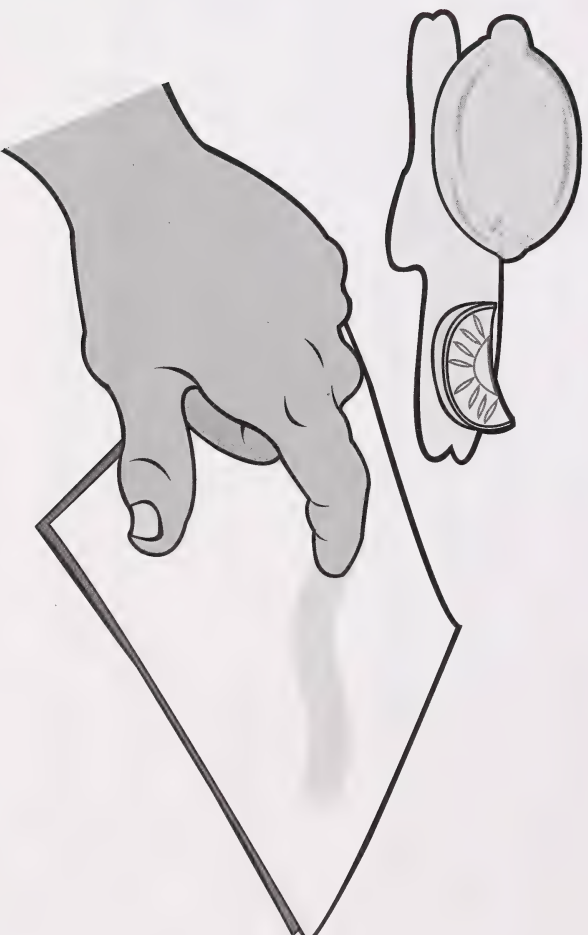


You will send your *ABCs of Canada* booklet to your teacher at the end of today.

I Can Answer That

With the student, read the passage aloud, helping him or her with unfamiliar words.

In Day 17 you read about different ways of sending secret messages using codes. There is another way. Read the passage on the next page to find out what it is.



Invisible Writing

A great way to send a secret message is to write with invisible ink. Use lemon juice from a bottle as your ink and a cotton swab or toothpick as your pen. Write on white paper that has lines.

The words you write will dry quickly and become invisible. Each time you have to stop to dip your pen, put one finger at the place where you will start again.

You might like to write your invisible message in code, or write another message with pencil on top of the invisible one. That will keep your real message even more secret.

To see the message, use heat. Have a grown-up run a hot iron over the paper until the words show. You may need to iron it several times to make the writing show through.

¹ Kim Newlove, "Invisible Writing," in *Collections 2 Teacher's Resource Book* (Scarborough: Prentice Hall Ginn Canada, 2000), 38. Reproduced by permission of Pearson Education Canada.

Briefly discuss what the student learned about invisible writing.

Have the student answer the questions orally.



You can use lemon juice from a bottle.

You should use white paper that has lines.

The student is learning about different kinds of questions. The literal questions, or ones where the answers are found in the text, can be called "on the page" questions. With the student, come up with two more "on the page" questions; for example, What would make the message even more secret? and What do you have to do to see the message?

Read the passage to find the answers to the following questions:

- What can you use as ink?
- What kind of paper should you use?

Was it easy finding the answers to these two questions? Circle  **Yes** or  **No**.

It was probably easy for you because the answers were right on the page. These kinds of questions are **on the page** questions.

Think of two **on the page** questions yourself. Print them on the lines.

1. _____

2. _____

Following is another kind of question. See if you can answer it.

Why should you use lined paper?

Was it easy finding the answer to that question?

Circle  **Yes** or  **No**.

It may have been a little more difficult to answer that question because the answer wasn't on the page. You had to think about it.

You can call these **in my thoughts** questions.

Think of two **in my thoughts** questions yourself. Print them on the following lines.

Have the student answer the questions orally.

Point out that the text says to use lined paper, but it doesn't say why. Explain that to answer this kind of question, the student has to think about the information and base the answer on his or her own knowledge and experience. These inferential questions can be called "in my thoughts" questions.

With the student, come up with two “in my thoughts” questions; for example, Why do you have to put one finger at the place where you will start again? and Why would you want to write a message in invisible ink?

Read the chart with the student. Find the “Two Kinds of Questions” chart in the Appendix and display it in the classroom.

1.

2.

Using the following chart, review the two kinds of questions.

Two Kinds of Questions

1.

On the page

The answers are right here.



2.

In my thoughts

Clues are given, but you have to think about the answers.



Invisible Writing

Now that you know how to write a message in invisible ink, try it.



Take out lined paper.

Think of a friend or family member you would like to send a secret message to. You will mail this message to your friend later today.

Now think of a message you would like to send that person.

Read the passage called “Invisible Writing” again to remind you how to do it.

Using lemon juice and a cotton swab or toothpick, write your message.

Have the student think of a person to send the message to. The student will learn how to mail an envelope in the next lesson. Supply the student with lemon juice and either a cotton swab or toothpick. The student may have to reread the passage “Invisible Writing” to recall how it works.

Sending the Message



Take out the book *Keeping in Touch*.

Turn to page 32. Read the page aloud.

Look at the envelope. What is between the city and the province?

That's a **comma**. The comma separates the city and the province.

Prince Albert, Saskatchewan
Portage La Prairie, Manitoba

Print your city or town and province on the line. Put a comma between them.

Have the student answer orally. You will have to explain that AB stands for Alberta. Each of the ten provinces and three territories in Canada have a 2-letter short form for writing addresses. A *comma* is a punctuation mark that indicates a short pause. The student will be learning about comma placement.

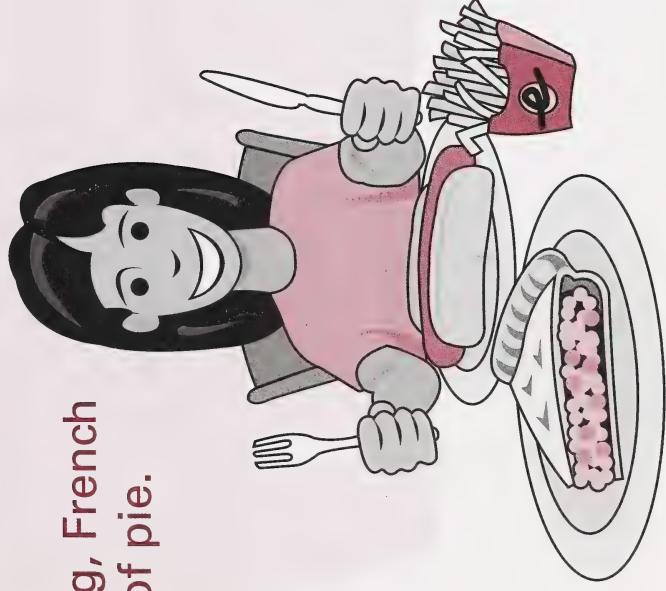
Discuss how commas are used in a series where two or more items are listed.

Look at the commas between the words in this sentence.

A code is a set of numbers, letters, or symbols.

When two or more items are listed, commas separate them. Read these sentences and look how the commas are used.

Maya ate a hot dog, French fries, and a piece of pie.



Have the student print a sentence using commas in a list. Check it for spelling and meaning.

Jeffrey bought a stamp, an envelope, a pen, and paper.

Write a sentence using commas in a list. _____

Another time to use commas is in dates.

Monday, December 13

Print today's date on the line. Make sure to put the comma in!

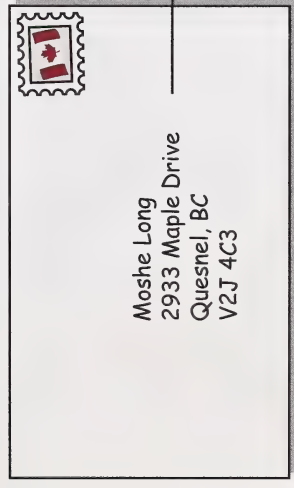
Look at how to address an envelope on page 32 in the story "Messages in Code."

Discuss how to address an envelope. Indicate where the person's name and home address belong and where the sender's (the student) name and return address belongs. Tell the student that British Columbia may be shortened to BC.

Address an Envelope

You are going to address an envelope with the following names and addresses.

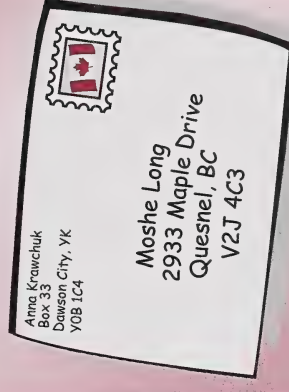
Moshe Long's aunt Anna is sending him a letter.
Moshe Long lives at 2933 Maple Drive in Quesnel, British Columbia. His postal code is V2J 4C3.



— This is Moshe's address.

His aunt Anna Krawchuk is sending the letter. Mail for her comes to Box 33. She lives in Dawson City, Yukon. Her postal code is Y0B 1C4.

Give the student an envelope to address with the names and addresses listed here. See the Home Instructor's Guide for how to correctly address it. Check for spelling and correct punctuation.



Anna Krawchuk
Box 33
Dawson City, YK
Y0B 1C4



— This is his aunt's address.



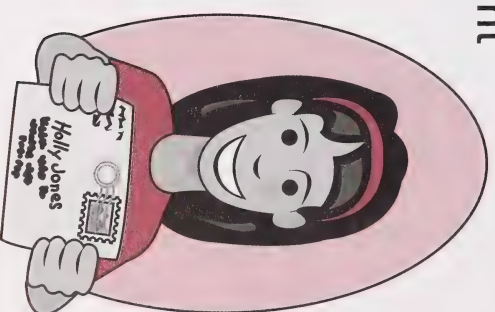
You will send your envelope to the teacher at the end of the day.

Check the student's envelope for spelling and punctuation. Ensure both addresses are correct. If practical, walk to a mail box with the student to send the envelope.

Now you're ready to send the secret message you wrote in invisible ink to your friend. Print your friend's name and address on the envelope and your name and address in the top left corner.

Put your secret message in the envelope. Put a stamp on the envelope and drop it off in a mail box.

Won't your friend be surprised!





Complete Day 18: Assignment 8 in your Assignment Booklet.

Break for lunch.



Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information.

Journal Time



Take out your Journal. Turn to the Reading Response section.

Write about what you read today. You might tell about a favourite character, or you could use the following questions:

- Did you read anything that surprised you today?
- Was there a picture that you really liked?

Remember to print the day's date at the top of the page.



Fun with Phonics

Read these words aloud. Most of them are from "Messages in Code."

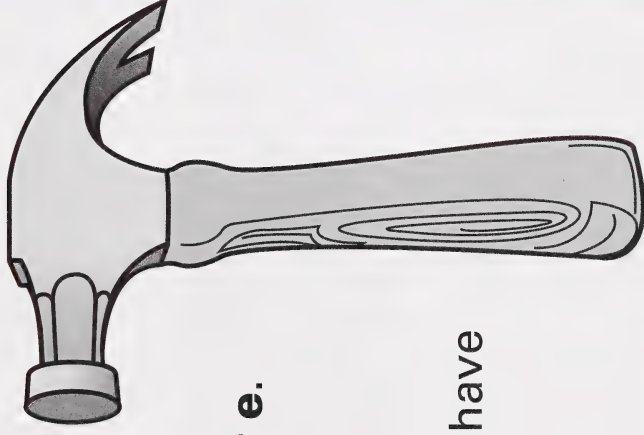
other dirt danger emergency nurse first

These words have the same vowel sound with the letter **r**.

The sound is the same when the letter **r** follows the vowels **i**, **u**, or **e**.

ir er ur

Words with these letters in them have the same sound.



Circle the "ir," "ur," or "er" in each word. Tell the student that the "r" after the vowel gives it a different sound from the usual short or long vowel sound. In addition, when the letter "r" follows the vowels "i," "u," or "e," they all have the same sound.

Examples include *nurse*, *purse*, *ever*, *dir*, *curl*, *river*, *turtle*, *bird*, *hammer*, *shirt*, *skirt*, *girl*, *batter*, and so on. Print each word as the student says it on the board or chart paper. Have the student assist you in spelling the words as you print them on the board.

Dictate the following sentences as the student prints them.

1. The batter ran to first base.
2. Is her purse bigger than mine?
3. I have a purple shirt.

Check the spelling, punctuation, and circled words afterward with the student. The “ir” words are **first** and **shirt**. The “er” words are **batter** and **bigger**. The “ur” words are **purse** and **purple**.

Think of words with the vowel sounds **ir**, **er**, and **ur**.

Print the sentences on the lines as your home instructor says them. Circle the **ir** words with a brown crayon, the **er** words with a black crayon, and the **ur** words with a purple crayon.

1. _____

2. _____

3. _____

Now you will be working with **ir**, **er**, and **ur** words in the phonics book.



Do pages 129 and 130.

Science

What is the weather like outside where you are right now?

What kind of activities could you do outside now? Why? What couldn't you do? Why not?



Refer to the Home Instructor's Guide for more information about this activity.

Have the student answer orally. Discuss the current weather with the student. What type of activities could the student do in this type of weather? What couldn't he or she do? Discuss how temperature affects what people can or can't do.

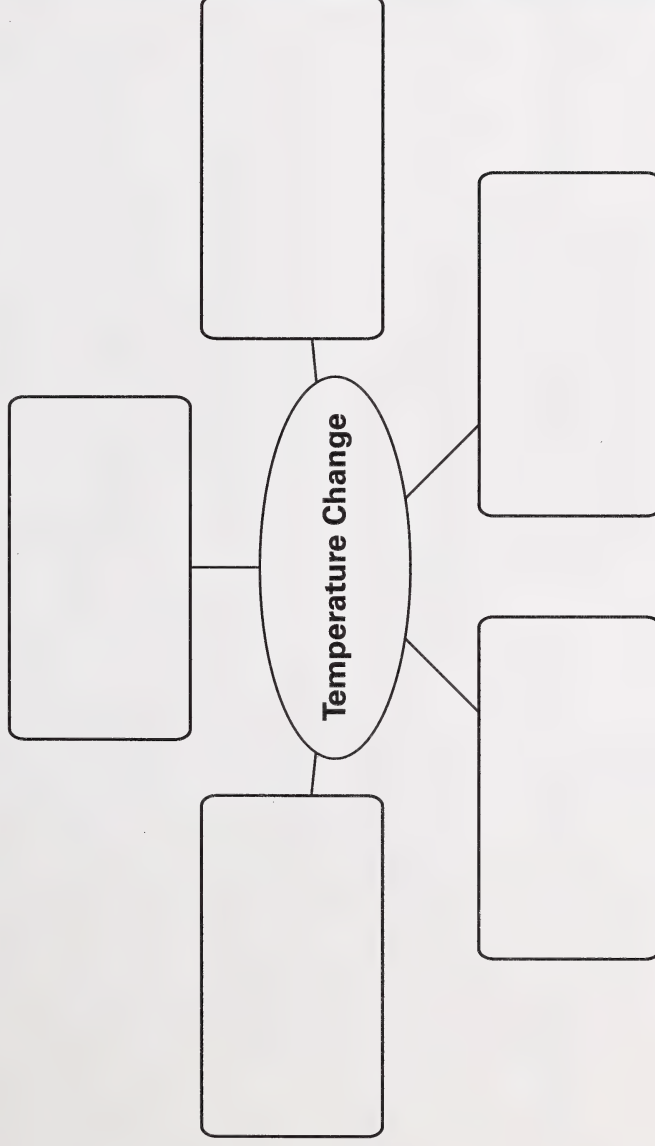
Imagine it's been a beautiful sunny week with lots of snow on the ground. You decide to go cross-country skiing with your friends on the weekend. You wake up Saturday morning to a fierce blizzard blowing outside. The temperature has dropped to -35°C . All of a sudden, you have to change your plans.

What changed your plans?

Temperature change can certainly affect your plans.



What are some other ways temperature change affects you in your daily life? Print them in the web.



What would happen if it rained in the evening and you woke up to icy roads in the morning? Would that affect some people's plans? Circle **Yes** or **No**.
How?

Brainstorm ideas how temperature change affects plans and activities.

Some things include the following: rain can cancel or delay track meets and picnics; lack of wind changes kite flying or sailing plans; if it's too cold, you can't go swimming or skating.

Discuss these scenarios and other questions with the student.

Unexpected temperature change can affect people physically through sunburn, frostbite, and hypothermia.

Crops are affected. Frost can kill many fruits and vegetables around the world affecting the price in local food stores. Frost, wind, or snow can damage local gardens.

Temperature changes affect farmers (damage crops), fishers (too stormy to fish), firefighters (not enough rain causes dry spells and fires), and pilots (poor weather can delay flights).

People pack differently for a vacation in Hawaii than they would for one in the far North because of the differences in temperature.



How can cold or hot weather affect you? Are you friendlier when you are warm or when you are cold?

What kind of problems happen when there is too much snow on the roads?

You go to the grocery store one day and see the price of lettuce has doubled. Why might that be?

Why would temperature change affect farmers, fishers, firefighters, and pilots?

What would you pack if you were going on a holiday with your family to Hawaii?

Would you pack the same way if you and your family were going to the far North? Circle  **Yes** or  **No**. Why not?

In the box on the left, draw one way where a change in temperature would be good. In the box on the right, draw one way a change in temperature would not be good.

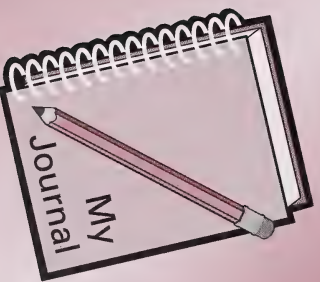
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Complete Day 18: Assignment 9 in your Assignment Booklet.

Have the student illustrate a positive change in temperature (such as a storm lets up or warm weather melts ice on the sidewalks) and a negative change in temperature (such as cold destroying crops or a storm delaying air flights).

Have the student fill in the temperature graph in the Assignment Booklet. See the graph in the Home Instructor's Guide as an example.



Looking Back

What journal pages would you like to send in?

Why are they your favourites?

Do you think your writing is improving?

Did you have a favourite activity in this module?

What was it?

What was the most difficult thing you did in this module?

What did you learn in this module?

Turn to Assignment Booklet 3B and complete the Day 18: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you want to share with a friend or family member. For example, you could do one of the following:

- Read “Messages in Code.”
- Show your *ABCs of Canada* booklet. Read it.
- Show how to write with invisible ink.
- Ask your friends and family members to sign your autograph book.



Module Summary

The Journey Continues

Your Grade Two Thematic journey continued in this module to many places in Canada.

In your travels you discovered that there are many different kinds of Canadian communities. There are similarities and differences in the way people meet their needs in these communities.

You even practised singing O Canada! Did you enjoy writing and reading messages in code?



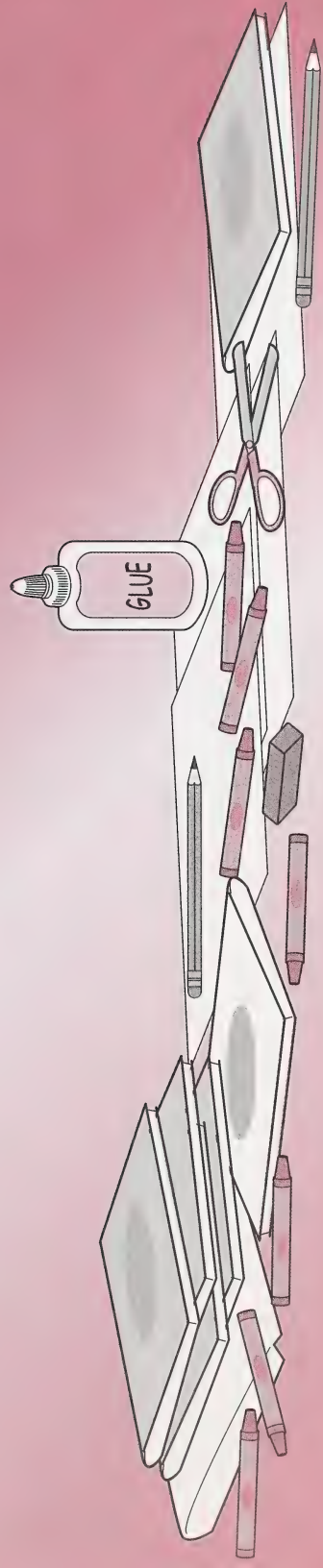
You explored hot and cold temperatures and how people stay warm or cool.

Your journey continues in the next module called Taking Care of Me. What could it be about?



Appendix

Image Credits Cut-out Learning Aids



Cover Photo

Corel Corporation

Welcome Page

EyeWire Collection/Getty Images

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		272	Corel Corporation
		273	left: PhotoDisc Collection/Getty Images
			right: Corel Corporation

Two Kinds of Questions

1. On the page.

The answers are right on the page.



2. In my thoughts.

Clues are given, but you have to think about the answers.



